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ABSTRACT

Developing self-motivated, empowered middle school students is an ongoing struggle for teachers and administrators. This practicum was designed to address the problem teachers have in finding specific teaching strategies that would help students become empowered and self-motivated learners. This study focuses on directly integrating techniques with the presentation of academic content, rather than separate from that content. A booklet of 19 strategies was formulated and presented at a workshop with 6 participating teachers. The teachers were met with regularly during implementation, and meeting results were recorded. A pre/post checklist of intrinsically motivated behaviors in students was developed and administered to all participating teachers and students. Analysis of the data revealed that a successful workshop, by itself, did not ensure adequate transfer of teaching strategies. Regular postworkshop meetings for collegial support were not a substitute for a continuous program of modeling, coaching, and practice. Students as well as teachers needed a period of adjustment when new teaching strategies were implemented in the classroom. Sporadic use of new motivational strategies on an irregular basis, however well-meaning, were not enough to contribute to positive attitudinal changes in students. Fifteen appendices are attached, including a list of 19 strategies, check lists, and surveys and questionnaires. (4 tables) (68 references) (LAP)

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Developing Self-Motivated, Empowered Middle School Students: A Practical Solution Strategy

by

Madeleine Friedman

Cluster 38

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A Practicum I Report presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

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Date of Final Approval of Report

Approved:

Dr. Robert Heppler, Adviser

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ABSTRACT

Developing Self-Motivated, Empowered Middle School Students: A Practical Solution Strategy. Friedman, Madeleine., 1991: Practicum I Report, Nova University, Ed. D. Program in Child and Youth Studies. Descriptors: Academic Achievement/Learning Motivation/Lifelong Learning/Middle Schools/Motivation Techniques/ Self Motivation/Student Motivation

This practicum was designed to address the problem that teachers at the writer's school had in finding specific teaching strategies that would help students become empowered and self-motivated in terms of their academic efforts and achievement. The teachers wanted the techniques to be directly integrated with the presentation of academic content, rather than separate from that content.

The writer developed a booklet of 19 strategies; presented a workshop to introduce the strategies; met regularly with the six participating teachers during implementation; recorded meeting results; developed a pre/post checklist of intrinsically-motivated behaviors in students; and administered pre- and post measurements to all participating teachers and students.

Analysis of the data revealed that a successful workshop, by itself, did not ensure adequate transfer of teaching strategies. Regular post-workshop meetings for collegial support were not a substitute for a continuous program of modeling, coaching, and practice. Students as well as teachers needed a period of adjustment when new teaching strategies were implemented in the classroom. Sporadic use of new motivational strategies on an irregular basis, however well-meaning, were not enough to contribute to positive attitudinal changes in students.

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CHAPTER I

INTRODUCTION

Description of Work Setting

The writer works in a middle school designated as the research and development middle school for her district. It is not a neighborhood school, but draws from the population of the entire county comprising the district in which it is located. According to the most recent statistics available, it is estimated that the district has a population of1,197,153, with a public school enrollment, K-12, of 131,373 students. Out of this number, 29,177 students attend classes in 29 middle schools throughout the county.

The writer's school is composed of two distinct populations: English-speaking, and bilingual, or ESOL (English as a Second Language). All parents of the English-speaking student population must fill out an application form and place their children on a waiting list prior to attending the writer's school. Two direct feeder schools are associated with this middle school, with the students at these elementary facilities having been previously chosen from the waiting list. The remainder of the students are chosen based upon their positions on the waiting list and the need for ethnic or gender balance. The proportion of English-speaking minorities reflects the average ratio for the entire district.

As host to a great number of students whose parents have recently migrated from other countries, the writer's school offers a bilingual, or multicultural program, designed for students speaking "exotic" languages -- languages other than Spanish. The Hispanic population is being redirected to other centers within the district, centers that are designed to better meet these students' unique needs. Students speaking no English are contained within

the multicultural school environment; as the students become more proficient in the English language, they are mainstreamed into as many English-speaking classes as they can comfortably handle.

The bilingual students currently make up approximately 25 percent of the total student population of nearly 1600 students. Because the bilingual population changes on a daily basis, an exact static count is not possible. The current ethnic distribution of the school's total population is as follows: 62 percent White, 20 percent Black, 13 percent Hispanic, and 5 percent Asian. One American Indian also attends the facility.

The entire staff of the writer's school includes 80 classroom teachers, four administrators, seven instructional support personnel (i.e. guidance, media, exceptional education specialist, middle school coordinator), six paraprofessionals, nine clerical, and seventeen custodial/cafeteria workers. Twenty-four percent of the teachers have Master's degrees, one percent have Specialist's degrees, and one percent have earned a Doctorate. Many staff members are currently enrolled in advanced degree programs.

The Community

Description and Demographics

The community served by the writer's school comprises 28 separate, self-governing municipalities ranging in population from 32 inhabitants to over 151,000. These municipalities make up one county division in the southeastern state in which they are located. Rapid community growth has affected, and continues to affect, this school, located in the second most populous county in the state. From 1970 to 1986, the county experienced an 85.3% increase in population, the third largest increase in the state.

Birth rate demographics, coupled with a large influx of immigrants from around the world, have impacted the district's average ethnic balance which, in turn, determines the ethnic composition of the English-speaking students. According to the latest figures provided for the district's middle school accreditation process through the Southern Association of Colleges and Schools (SACS), the birth rate for non-white residents of this community between 1980 and1985 has been triple that of the community's white population, and the birth rate for non-white community residents has stayed above the state's non-white birth rate since 1980.

Community Resources

A wide variety of resources and human service agencies are available to residents served by the writer's school. Over 250 governmental and non-profit private agencies and organizations provide services including day care and counseling. The community is served by one main library and twenty-two branch facilities. There are a variety of opportunities for higher education, including one community college, four universities, one four-year business college, one private two-year business college, and an art institute.

School Research and Development Projects

The Coalition of Essential Schools

The writer's school is an associate member of the Coalition of Essential Schools, and, as the district's research and development middle school, has been working towards the implementation of Coalition principles for the past four and one-half years, in cooperation with Brown University in Providence, Rhode Island. An overview of the principles of the Coalition, as set forth by Dr. Theodore Sizer (1985) in Horace's Compromise, is necessary for the reader to understand the context in which the writer works, for efforts

towards implementing Coalition principles have contributed to the need that spawned this practicum.

The nine Coalition principles are a broad framework of concepts that are adopted and developed by individual schools. Although Coalition schools, nationally, are commonly bonded by these principles, interpretation and development is done independently, and the resulting changes may differ greatly from school to school. In addition, there is no designated endpoint to becoming a fully-functioning "Coalition school," as the concept tends to broaden and deepen with time. The following nine principles as elaborated by Theodore Sizer (1985) have affected this writer's school, as well as all schools choosing to follow them:

1. Intellectual Focus - all students should learn to use their minds well.

2. Simple Goals - students are expected to master important and essential knowledge, as opposed to racing through scopes and sequences in vain attempts to "cover" everything; less is more.

3. Universal Goals - the principles help to frame universal goals, but the means to achieve them vary from school to school and from student population to student population.

4. Personalization - Individual school staffs must tailor the curriculum, rather than yield to mandates at the district or state levels; on a more concrete level, the ideal ratio of students to teachers should not be more than 80:1.

5. Student as Worker/Teacher as Coach - students must become self-motivated, engaged workers who learn how to learn; the opposite of this principle is the "teacher-as-deliverer-of-instructional-services" (Sizer, 1985, p. 226), where the student is not the worker, but the passive receiver of

information. The teacher must become a coach, or guide, or facilitator of learning.

6. Mastery by Exhibition - students must demonstrate the ability to "do important things" (Sizer, 1985, p. 227) instead of merely responding to a pencil and paper test of dubious quality. The student should be able to articulate his or her knowledge openly in front of his or her peers, should be able to take a position and defend it based upon knowledge gained, and should be able to produce a portfolio of work that verifies a high degree of literacy and numeracy.

7. Attitude - Teachers must display an attitude of "unanxious expectation " (Sizer, 1985, p. 225), where students have the opportunity to strive towards improvement, and where mediocrity is not acceptable. Students and teachers must also adopt and exhibit attitudes of trust and decency, and parents must be seen not as intruders, but as collaborators.

8. Staff - Teachers must see beyond their narrow disciplines, must develop a more interdisciplinary focus, and must become scholars, in a general sense, as well as experts in one subject area.

9. Budget - Implementing the other eight principles must not impact the school's budget in an unrealistic way; schools must work within the constraints of their designated fiscal allowances, restructuring themselves from within.

The principles chosen for the most concentrated focus at the writer's site have been "student as worker," "intellectual focus," "personalization," and "exhibition of mastery," with a growing emphasis on "attitude." Teachers choosing to use the principles as a guide have gravitated toward an increase in the teaching of thinking skills and have sought teaching methods

that make the student the worker and the teacher the coach. The search, to this day, is on-going.

Shared Decision-Making

For the past year, the writer's school has been one of ten district schools to pilot the implementation of shared decision-making, a democratic style of management involving teachers, administrators, non-instructional staff, students, and parents in the making of school-based decisions. Accordingly, at the writer's site, a shared decision-making committee of representatives was established, and five school goals were subsequently decided upon. (The reader is referred to Appendix A for an elaboration of these goals.) Shared decision-making has been an opportunity for teachers to become empowered as they share a voice in the operation of the school.

The Writer's Role and Responsibilities

The writer serves as the Middle School Coordinator at her site. Her primary purpose is to implement the middle school philosophy, or middle school concept, as defined by state legislation, through a menu of 14 objectives provided by her school district. (See Appendix B for the district objectives and chosen options emphasized at this writer's school site.)

The middle school concept is based upon the premise that children between the ages of ten and fourteen require a curriculum and teaching methods that differ from either elementary or high school. Dominated by affective concerns, the developmental needs and interests of adolescents are a chief priority (Beane, 1990; Clark & Clark, 1987).

According to Paul George and Gordon Lawrence (1982), middle school students need to be supported in their desires to learn about the workings of their bodies, their interrelationships with others, and their perceptions of

how they might interact with and affect their environment. As an outgrowth of these needs, advisory programs are encouraged as they focus upon students' emotional well-being, the development of self-esteem and responsibility, and the promotion of student/student and student/teacher interactions (Carnegie Council on Adolescent Development, 1989; George & Lawrence;). Environments favoring interdisciplinary teaming (Carnegie Council on Adolescent Development; Erb & Doda, 1989; George & Lawrence; Merenbloom, 1986), interdisciplinary curriculum (Beane, 1990; George & Lawrence; Yager, 1990; Vars, 1987), and socially interactive teaching techniques (Brandt; 1988; Ford, 1990; Strahan & Strahan,1988) are recommended over traditional lecture/textbook/worksheet routines in quiet classrooms. Support for students' needs to actively explore and personally find out (Beane; Ford; George & Lawrence; Yager) is provided in classrooms that teach higher level thinking and problem-solving skills, including finding evidence, determining fact vs. opinion, and seeking support for broad generalizations (George & Lawrence; Hamburg, 1989). In short, the middle school concept views the scope of "curriculum" as much more than content alone. To George and Lawrence, middle school students feel "the pull of a need to know something . . . hunger and thirst for knowledge . . . [and need] the satisfaction of being one's own diagnostician, prescription writer, and problem solver" (p. 19). Becoming self-directed learners -- knowing when they need to know, and desiring to fill those knowledge gaps -- is of great importance in the intellectual development of the middle school child.

As Middle School Coordinator, the writer's specific duties include the coordination of staff development to address middle school concerns, the expansion of communication among teachers about middle school needs, and

the conducting of workshops to strengthen implementation of the middle school concept. As an adjunct to the Middle School Coordinator's role, the writer also serves as interdisciplinary facilitator of teaming at her school site. She is responsible for providing training and assistance to middle school teams and for expanding education beyond subject matter alone by encouraging cooperative learning strategies as well as other interactive teaching methodologies. The identification and transfer of strategies to increase student self-motivation and responsibility for learning supports the development of the middle school concept while strengthening Coalition and shared decision-making ideals, and enhances the writer's effectiveness in her role as Middle School Coordinator.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Background

During recent years, increased attention focused upon encouraging students at this writer's school site to become intrinsically motivated learners. By using the term, "intrinsically motivated," the writer is referring to learners who are motivated from within themselves to perform and to strive towards succeeding at academic tasks, as opposed to taking their cues from teacher directives and the promise of external rewards. This increased emphasis on the need to develop intrinsically or internally motivated students surfaced as a result of cumulative and on-going research and development efforts.

With the implementation of Coalition principles came a heightened analysis of the meaning of the term "student as worker/teacher as coach." When was the student the worker, rather than the busyworker? How could the teacher behave as a coach -- certainly not by forcing assignment after assignment on passive students. How could students be encouraged to take the initiative in their learning processes, to become so engaged in the pursuit of knowledge as to become "enterprising, self-disciplined, and self-regulating" (Wiggins, 1987, p. 92) in terms of their academic behaviors? As teachers implementing Coalition principles grappled with these questions, thoughts about how to increase students' intrinsic motivation came into play.

Added impetus to emphasizing intrinsic motivation in students came in compliance with state mandates to adjust the purpose and unique functioning of middle schools, which underscored and supported Coalition efforts. As exhibited in Appendix B, "Student Independence" was one of

fourteen state-mandated areas designated for development in furthering the middle school concept.

Research and development in the area of shared decision-making also played a role in heightening staff awareness of the need to foster intrinsic motivation in students. Along with empowerment for teachers emerged a corresponding concern for student empowerment, and a committee was formed to address this and related concerns in an effort to formulate a school improvement plan.

The conceptualization of "student empowerment" at the writer's school had its roots in Coalition rhetoric, dating back to 1987 when Grant Wiggins, in Student as Worker, proposed that if students could answer questions pertaining to the knowledge, methods, concepts, and generalizations important in a subject, and if students could see how that subject was useful in their daily lives, they would ultimately know where the course was going. They would not only be able to prepare for the tasks at hand, but they would also be able to employ self-assessment checks to gauge their progress.

The definition of "student empowerment" as envisioned by the faculty was colored by the addition of the middle school concept and shared decision-making. Teachers at this writer's school visualized empowered students as being self-motivated and able to take responsibility and inititative for their own learning. Empowered students were seen as capable of making wise educational choices, of pursuing leadership roles, and of exhibiting self-confidence in the choices that they made. Teachers also saw empowered students as being able to participate in decisions of policy, perhaps with a

direct voice in school issues. (The reader is referred to Appendix C for a complete compilation of faculty descriptions of student empowerment.)

Difficulties

Although developing student autonomy was of key concern to educators at the writer's school, efforts to realize that vision had been frought with frustration. One difficulty was the elusive transition from theory to practice as teachers sought to merge and implement the ideals of Coalition principles, the middle school concept, and shared decision-making. It remained a challenge to translate philosophical principles into concrete actions. Those faculty members who felt uneasy functioning in the abstract had difficulty relating lofty ideals to classroom practices. Seeking concrete methods, they were inundated with rhetoric. Simply being told that they needed to develop student autonomy was not sufficient; the teachers needed to know how.

A second difficulty was a break-down in the lines of communication -- a phenomenon that commonly results from piloting projects in a limited or "school within a school" setting (Toch & Cooper, 1990). Coalition teachers, when they did feel they were making inroads and sought to share their progress regarding "the student as worker," were not prepared for the lack of receptivity that hampered communication efforts. Although attributable to human nature (Toch & Cooper), and although evident in Coalition pilot schools across the United States (Timar, 1989; Toch & Cooper), polarized "we-they" factions of teachers kept any insights into the development of student autonomy in relative isolation. This communication breakdown continued through the years.

A third difficulty was the increasing stress generated by concurrently overloading teachers with project after project. Nine Coalition principles, plus fourteen middle school objectives, plus five shared decision-making goals were creating an overwhelming agenda. Interestingly enough, the notion of developing self-motivation and encouraging students to be self-directed learners was a convergent focus of all three research and development projects. However, on the surface, the stress produced by twenty-eight seemingly divergent concerns was a major stumbling block to progress.

Previous Solutions -- Why Had They Not Taken Hold?

Previous efforts to increase intrinsic student motivation had not yet produced desired results. Prior to the shared decision-making council's creation of a "student empowerment" committee, the problem was addressed as one of a cluster of problems, rather than as a single challenge to be approached directly and head-on.

The Coalition concept of "student as worker" had incorporated student intrinsic motivation, but had also included attitudes of teachers and the restructuring of curricula to accommodate new approaches that might result in actively engaged, self-motivated learners. "Student as worker" was only one of several principles of chosen emphasis, and intrinsic motivation was an imbedded concept within. Thus, although intrinsic motivation was a component of the end objectives of Coalition efforts, methods specifically designed to increase student intrinsic motivation were not explicitly targeted. Without a specific target to hit, it was very difficult to know exactly where to aim.

Efforts to foster "student independence" through the implementation of the middle school concept had been made through activities within the student advisor/advisee (advisory) program. However, encouraging self-motivation through advisory was, itself, only one of a number of possible areas of emphasis. The advisory program allowed each teacher to select activities from a variety of available materials; alternatives included, but were not limited to, self-motivation, self-esteem, peer relationships, and occasional intramural competitions. Therefore, focus on student self-motivation was sporadic at best.

In addition, advisor/advisee was an affective, non-academic activity. Students met once a week for one-half hour. There were no established procedures or methods for extending, into the remainder of a student's academic week, gains made in self-motivation resulting from advisory activities that might have been chosen by some teachers.

Concise Statement of the Problem

The problem could thus be defined as follows: there was a need for teachers to learn specific techniques that would help students become empowered and self-motivated in terms of their academic efforts and achievement. These techniques needed to intentionally target intrinsic motivation, but had to be directly applicable to the presentation of academic content.

Problem Documentation

Evidence of this problem was supported by a needs assessment, by school-wide goals established through the school's Shared Decision-Making Council, and by a survey of teacher perceptions.

Needs Assessment

A needs assessment conducted just prior to the 1990-91 school year revealed that 55 of the 64 teachers polled perceived the need to motivate students as a high or top priority; 56 of those polled agreed that students needed more work in becoming confident, self-directed learners. (See Appendix D for a copy of the needs assessment used at the writer's school.) The needs assessment was conducted to target plans for improving the writer's school through the vehicle of staff development. Results indicated that one effective focus for staff development needed to be the training of teachers in methodologies that could increase student intrinsic motivation.

School-Wide Goals

At the start of the academic year, the Shared Decision-Making Council at the writer's school established the creation of a committee to focus upon developing an action plan leading to the empowerment of students. Records revealed that two of the five school-wide goals reported to the district directly affected the establishment of that committee: (a) implement the shared decision-making operational plan, and (B) enhance students' personal and social development. (The reader is reminded that all five goals are listed in Appendix A.)

Teacher Survey

In a survey of teacher perceptions regarding "self-motivated" and "empowered" students, only eight of the 46 respondents viewed their students as generally empowered. Forty-two of the respondents indicated an interest in learning new techniques for empowering students to be self-motivated in their academic tasks. (See Appendix E for a copy of survey questions.) Results of the survey were consistent with findings on the

August, 1990 needs assessment. From this data, it appeared that the need for identified strategies to specifically increase student self-motivation was prominently in focus at the writer's school.

Causative Analysis

What causes seemed to be inhibiting the development of intrinsic motivation at the writer's school site? If one walked down the halls and peered into classrooms on any given day in this writer's school, one would be bound to observe a preponderance of individual student desks arranged in rows, with the teacher's desk in the front of the room. One could observe many teachers lecturing to quiet students; this approach was still the dominant method in the delivery of instruction at the writer's school. Roland Tharp and Ronald Gallimore (1989), in "Rousing Schools to Life," described a most prevalent teaching method: the recitation script: the traditional method of assigning a portion of a textbook, or presenting a lecture, followed by teacher questions, mostly factual, assessing student recall of the content just presented. Emphasis on rote learning and immediate responses in an effort to cover the required content left little time for exploration of open-ended questions. The student played a passive role as receiver and repeater of information. The predominance of the use of the recitation script in the writer's school reinforced student passivity, with unwanted consequences for teachers who, despite their use of this traditional teaching practice, wanted their students to become actively engaged, self-motivated learners with an enthusiasm for the material being learned.

At the start of each year, all content leaders in this writer's school dutifully disseminated scopes and sequences, as well as lists of minimum skill competencies, to their department members. In many subjects, tests of

minimum skill competencies, provided by the district, were also distributed. This set up a situation where many well-meaning teachers, in an effort to comply with minimum skill requirements, taught the skills as isolated competencies, then tested the skills taught. Unfortunately, as reported by Rothman (1990), this practice was responsible for decreasing student motivation and increasing boredom. Well-meaning teachers were trying to ensure coverage of content and, in the hectic rush to complete course requirements, had not assessed whether the price being paid was worth it. If intrinsic morivation was an end goal of instruction, then alternatives to the sequential chunking and presentation of isolated skills were in need of being discovered.

The perceived pressure to cover a prescribed number of skills and objectives according to a calendar plan, rather than according to students' understanding and mastery of the material, set up additional adverse conditions for nurturing the development of intrinsic motivation in students (Ames & Archer, 1988). Understandably, from the teacher's point of view, if one waited for all students to master a skill, it was possible that completion of the designated scope and sequence might not be achieved. In addition, endeavoring to adjust the instructional pace for 130 to 150 individual students was a challenge few teachers were willing or able to attempt. However, from the students' perspective, if the material was difficult, and the extra time needed was not forthcoming, it was hardly worth the effort to try at all. If students got the impression that skills and facts could only be learned within a limited period of time, then the situation might prove utterly hopeless for students whose learning timetables failed to conform to the yearly calendar.

The teachers at the writer's school were using a combination of intrinsic, or guiding approaches, and extrinsic, or controlling methodologies, as they worked with their students in the classroom. When asked how teachers "coached" their students in academic tasks, so that students could be the workers, some responses reflected a guiding attitude. Guiding responses that placed the teacher in more of a facilitating, or enabling role, included "being available to the students for guidance but not for answers," and " asking the students to share, with each other, the 'how' as many times as there are different ways to solve the same task." Yet other responses reflected a more controlling teacher orientation, including such practices as "giving students a 'homework completion' grade" and "telling [students] what is wanted, when, and how the task is to be done." (See Appendix F for full descriptions of how teachers at this writer's school said they coached students to become "empowered" learners.)

In answering a survey question related to how teachers helped students set academic goals, external motivators such as "rewarding for success" or "giving positive feedback" were interwoven with guiding techniques such as "having students ask questions that help them think through or organize goals." Evaluative statements like "through one-on-one discussions focusing on the child's individual abilities, strengths, weaknesses, and interests" comingled with accepting, informational statements like "by trying to get students to see that mistakes are not bad . . . just something to learn from . . ." (See Appendix G for the full range of teacher responses regarding how they helped their students set academic goals.) Benware and Deci (1984) reported that controlling and evaluative methodologies interfered with the development of intrinsic motivation. In some respects, the teachers,

as a collective, appeared to be inadvertently standing in their own way in their efforts to develop empowered, self-motivated learners. The means did not necessarily lead to the ends ultimately sought.

The teachers, by their own admission on the August needs assessment and the October, 1990 survey, did not yet have a repetoire of strategies and approaches that were effective in motivating their students to become self-directed learners. They recognized the discrepancy between the goals they envisioned and the means they were employing to get there. Evidence confirming their preceptions has been cited above.

Review of the Literature

Global Scope of the Problem: Society's Need for Self-Motivated, Lifelong Learners

In their 1985 book, Re-Inventing the Corporation, John Naisbitt and Patricia Aburdene described three new educational basics that would be necessary to meet the needs of workplaces in the information age: TLC, or Thinking, Learning, and Creating. Regarding the traditional three R's as "remedial, repetitious, and rote" (p. 142), Naisbitt and Aburdene suggested that TLC would be more fitting for an information society. Included in their description of the new basics were skills related to "learning how to learn" (p. 156). Workers in an information society would need to reflect an open and curious attitude towards knowledge, would need to monitor their own searches for information, would need to know when they did not know, and would need to recognize the ways in which they learned best. Because no skill could be expected to last a lifetime, each person would need to recognize, and to act upon, the necessity of upgrading knowledge and skills. Citing Alvin Toffler, Naisbitt and Aburdene agreed that schools no longer needed to

be organized and run like factories, because a majority of people no longer needed to be trained for factory work.

Three years later, the American Society for Training and Development, along with the United States Department of Labor, Employment, and Training Administration (What Employers Want: A Summary, 1989) offered a list of seven skill groups employers of the day deemed absolutely essential. Among these skills were "learning to learn" skills and skills of personal management, including Goal Setting/Motivation, and Personal/Career Development.

It appears that the "factory model" (National Coalition of Education Activists, 1990, p. 17) of education, with its assembly-line treatment of students as receivers of neat packages of knowledge delivered by teachers on a strict timetable, is no longer appropriate in an information age where knowledge is in a continuously growing state, and where the relative importance of any cluster of facts is constantly being updated, altered, and re-positioned in favor of new knowledge (Toepfer, Jr., 1990). The description of assembly line education appearing in Turning Points (Carnegie Council on Adolescent Development, 1989) helps to pinpoint the more devistating elements of this factory model:

> Every 50 minutes, perhaps 6 or 7 times each day, [students] assemble with 30 or so of [their] peers, each time in a different group, sit silently in a chair in neat, frozen rows, and try to catch hold of knowledge as it whizzes by . . . The subject of one class has nothing to do with the subject of the next class. If a concept is confusing, don't ask for help, there isn't time to explain. If something interests you deeply, don't stop to think about it, there's too much to cover. (p. 37)

Theodore Sizer, in 1985, stated that many of our school metaphors arose "from the factory floor" (p. 3), and he detailed, at length, the "'boredom and lethargy,'" (p. 3) in both students and teachers, that resulted from a factory approach to education. The same sentiments were no less apparent in 1989, when David Hamburg decried "massive impersonal schools [with] unconnected and seemingly irrelevant curricula" (p. 15). O'Neil (1989), stated the need for students to become willing to learn, echoing the sentiments of Bruno Bettleheim (1989) that bored students would not be willing to pursue learning for a lifetime.

Most recently, Rothman (1990) still reported schools as boring and unmotivating places whenever the daily fare was highly regimented. It is becoming increasingly recognized that rote recall and mandated coverage of facts must be replaced by teaching approaches that support the desire to learn for a lifetime (Carruthers, 1990; Toepfer, Jr. 1990). Students must become self-motivated to pursue a course of lifelong learning.

Educational Philosophy and Self-Motivation: A Recognized Connection

A brief review of self-motivation and self-directed learning as they fit within educational philosophy will enable the reader not only to gain a historical perspective of the importance of self-motivation in education, but will also ground this aspect of classroom practice in educational theory. According to J. Galen Saylor, William Alexander, and Arthur Lewis (1981), one of the main goals of schooling "is the development of self-directing, continuous learners" (p. 24), a belief held by educational philosophers with a humanistic frame of reference. The power of students to educate themselves,

as well as the ability of learners to become actively engaged in their work (Gordon, 1968) both stem from this philosophical foundation.

The concept of students as active problem-solvers can be traced to progressivist roots. John Dewey is said to have fathered Progressivism as a contemporary philosophy of education, according to Johnson, Collins, Dupuis, and Johansen (Rubin, 1977). In his "Pedagogic Creed" (Archambault, 1974), Dewey directly stated that "the active side [of education] precedes the passive in the development of the child-nature" (p. 435), declaring that when this principle is not followed in schools, the resulting work students perform is wasted, as "the child is thrown into a passive, receptive, or absorbing attitude" (p. 435). Doll, in 1971, interpreted progressive education as that which involved learners in "acting, acquiring meaning, and solving live problems . . . as creative self-learning" (p. 16). According to Johnson et al., progressivists saw knowledge as a dynamic, not static, entity; therefore, they felt that it was more important to equip students with the knowledge of how to learn, instead of over-burdening the learner with facts destined for obsolescence. Johnson et al. interpreted this perspective to mean "learning how to think rather than what to think" (p. 398).

Further links to education can be made. The concept of self-directed and self-motivated learning can be traced to the theoretical observations of Jerome Bruner (1966), who noted, in Toward a Theory of Instruction, that the end result of instruction should make the student self-sufficient, so that one would not need to be perpetually dependent upon any teacher in order to learn. Similarly, the theoretical writings of Carl Rogers (1969), in his classic entitled Freedom to Learn, addressed the need for "personal involvement" (p. 5) and self-initiation in learning, so that students might foster their

natural propensity toward curiosity in the act of learning, and so that learners would ultimately become "self-reliant" (p. 157). Thus, the idea of students as self-motivated learners is recognized as a desirable goal of instruction, and has been supported in theoretical and philosophical educational literature.

The Psychology of Self-Motivation: Moving Towards Educational Applications In Human Behavioral Terms

What is the psychology of self-motivation, and how does it play a role in human learning? The concept of self-motivation and self-determination is no stranger to recent psychological literature. As psychologists have sought more reference to mental thought processes to explain human behaviors, and as more investigations have been conducted to observe the effects of freedom or the lack of it on human actions (Deci, 1984), self-determination and intrinsic motivation have emerged as constructs for study and for broad behavioral applications.

What is self-determination? In 1984, Edward Deci defined it as "the process of utilizing one's will" (p. 26), and he defined the will as an organism's capacity to make choices with regard to the fulfillment of one's needs. Self-determination was linked with self, or intrinsic motivation, to the extent that rewards for one's behavior were perceived as internally satisfying to an individual. Those who were intrinsically motivated appeared to be unaffected by extrinsic rewards such as money or praise; they seemed to enjoy a given activity as its own reward (Deci).

The implications of self-determination and intrinsic motivation regarding education were further detailed, in 1985, by Edward Deci and Richard Ryan, as they discussed curiosity and the desire to know in relation to students' desires to learn. Deci and Ryan suggested, through references to

accumulated research as well as the theories of Bruner and Rogers, that students who were intrinsically motivated to learn would exhibit a higher quality of learning and more effective learning than those students who were externally motivated.

From a humanistic and a historical perspective, psychologists like Abraham Maslow (1976) began to see education as a path towards self-actualization and one's ability to realize his or her full inner potential. In discussing the implications of this humanistic, self-actualizing perspective for education, Maslow regarded one task of education as the tackling of problems of real social consequence.

Abraham Maslow's (1976) recognition of the need for meaningful projects of social significance has been acknowledged today as a need of middle school education. Toepfer (1990) believes that adolescents learn better when they can relate what they are learning to ideals and qualities they value in their own lives. Beane (1990) favors a "living curriculum" (p. 3) that develops "social action skills" (p. 4). Yager (1990) urges a curriculum incorporating projects that have significance beyond the classroom walls. As Beane suggests, middle school students need to perceive themselves "as individuals and as participants in the larger world" (p. 2). This need is recognized by Sheldon Berman (1990) as one path to student empowerment that motivates participation and makes students feel that they can influence events and make a difference. Berman is not alone in directly using the term "empowerment." One can read, elsewhere, of the need to "empower" students in their learning experiences (Staff of Rethinking Schools, 1991, p. 2; Toepfer, Jr., p. 19; Wiggins, 1987, Summer, p. 6) in order to create self-motivated, lifelong learners.

Another task of true education, as regarded by Maslow in 1976, was to teach learners how to make choices so that they could ultimately learn to choose actions and activities that were, to them, intrinsically worthwhile. To Maslow, rote, or associative learning, could suffice for the accumulation of trivial facts; however, if one was to learn how to become a self-fulfilled, "fully human" (p. 163) individual, listening to lectures and subsequently memorizing facts would not suffice as a truly worthwhile and useful education. In considering the continuous push for "actively engaged students" (Carnegie Council on Adolescent Development, 1989, p. 44) and the recognized need for students to be "engaged in [their] own learning" (Sizer, 1985, p. 54) in "meaningful ways" (Beane, p. 4), one had to seriously question continued reliance on tightly-controlled, factory-style lessons.

Maslow (1976) spoke of education as a means toward the achievement of peak experiences -- of reaching a state of ecstacy through the self-discovery that accompanies depth of understanding borne of intrinsic choices -- as opposed to the shallow and superficial rote retention accompanying a teacher-directed syllabus doled out in pallid segments through lectures and quantified through testing. That such intrinsic self-actualization might lead to feelings of joy was examined in depth by Roberto Assagioli (1974) in The Act of Will.

The connections of self-determination, intrinsic motivation, self-actualization, peak experiences, and joy continue to be found in the literature (Csikszentmihalyi, 1990; Pardee, 1990; Sinetar, 1986). Pardee has recognized that the internal need for achievement and intrinsically-rewarding work leads to self-actualization, and that management by control is not a method of choice in attempting to motivate people. Sinetar has described peak experiences resulting from self-determined efforts fostered by internal and

personal choices. Czikszentmihalyi has used the term "joy" in his description of activities that have resulted in optimum intrinsic enjoyment -- activities that stem from clear, self-determined choices leading to this "flow" experience.

Perhaps it is no coincidence that direct references to joy are cited by several educators. Saylor, Alexander, and Lewis (1981) refer to "educational experiences that provide joy and meaning" (p. 24) in their discussion of self-directed learning and humanistic education. Toepfer, Jr. (1990), referring to lifelong learning and the empowerment of students, speaks of the need for joy in the learning experiences of young adolescents. Atman and Hanna (1987), in the context of student self-direction and self-management, speak of a "joyous sense of mastery'" (p. 23) that accompanies feelings of competence and satisfaction in the learning process. Friedman (1990) describes the "Units of Joy" offered by a colleague to middle school students, and characterized by shared inquiry; projects of social significance; personalized, mastery-based objectives; and the encouragement and facilitation of student autonomy.

Connecting the Psychology of Self-Motivation to Educational Research

Maslow's (1976) call for a reduction in lecturing and rote learning, an increase in student projects of social significance, the use of self-discovery and self-direction in choosing learner options, the seeking of joy and the elmination of boredom, and the role of the teacher as a guide, appeared to be sentiments receiving much justification in later educational investigations. For example, Deci and Ryan (1985) observed that increasing student choices in school activities improved their learning. Nolen (1987), citing Anderson, reported that learning information for higher level cognitive tasks could

produce greater understanding and retention than rote, surface-level learning.

What have been found to be inhibitors in the development of intrinsic motivation in students? One influential factor is the undermining effect that the use of extrinsic motivators has on internal, self-motivation (Benware & Deci, 1984). The over-use of adult surveillance in the classroom also tends to stifle intrinsic student motivation (Deci & Ryan, 1982). Approaches that place the teacher in an evaluative or controlling role tend to reinforce learner passivity. External rewards, such as tokens (Deci & Ryan, 1985), payments, praise, or awards for doing good work (Deci & Ryan, 1982), have been found to encourage students to work for the rewards and to exert effort contingent upon their receipt.

Another factor influencing the development of intrinsic motivation in students is the spirit in which teacher guidance is administered to students. It has been found that guiding efforts of teachers, when administered to students in a controlling manner, can inhibit self-motivation in students (Benware & Deci, 1984; Deci & Ryan, 1982, 1985). Thus, teachers may feel that they are pushing or challenging their students to greater heights when, in fact, they are stifling their students' intrinsic drive, lowering the childrens' sense of self-worth, and negatively affecting students' cognitive development (Deci & Ryan, 1982).

Benware and Deci (1984) have found that students who learn material in the traditional sense, for the sake of being tested on it, exhibit less intrinsic motivation than those who learn the material in order to teach it to someone else. Benware and Deci also have recorded higher cognitive processes in the more active approach to learning. Thus, active learning, as defined by

Benware and Deci (1985), is "learning that is done with the expectation of using the material" (p. 758). It is this active approach that facilitates the development of intrinsic motivation in learners; the more traditional, passive teaching approach dominant in the nation's schools undermines the development of student self-motivation.

Carole Ames and Jennifer Archer (1988), have revealed another common practice that tends to stifle student satisfaction and enjoyment of learning and, thus, the latter's motivation to exert the effort necessary to achieve. The authors report that when students are evaluated on their performance, rather than on their mastery of a skill, their motivation to achieve tends to decrease. Performance denotes a one-time assessment of how well the student has learned a given skill or chunk of content in a fixed amount of time; after the assessment has been administered, a grade is obtained, and the class moves on to the next skill or chunk of content. In contrast, when teachers exhibit a mastery orientation towards an assignment, they strive to help each student obtain an adequate level of ability, even if extra effort and extra repeated lessons are necessary on the part of both the teacher and the child (Ames & Archer; Joyce & Weil, 1986). If a child has not performed adequately on an assessment measure, he or she tackles the content or the skill until mastery is finally obtained. Ames and Archer thus contend that students in mastery-oriented learning environments are found to exhibit more interest in learning and more self-regulating behaviors than children working under conditions of performance assessments alone.

A final, possible cause of diminished student motivation and passive boredom in schools is discussed by Robert Rothman in the November 7, 1990 issue of Education Week. In traditional classrooms, it is found that skills are

often taught in isolated context, without reference to important ideas beyond classroom walls. Rothman quotes Katherine Haycock as stating that "many children are 'bored to death in classrooms'" (p. 12). To the degree that teachers may teach skills rather than students, children can be "turned off" by the way content is presented, exhibiting little desire to actively engage in the processes of learning.

Taken in total, the scope of the literature on developing empowered, self-motivated learners seems to connect the knowledge of several disciplines. The philosophical aspects of self-determination appear to have the capabilities of leading to self-actualization and peak experiences in academic settings. If a nation strives for a citizenry of lifelong learners, then learning might need to become a means for self-actualization, or self-fulfillment, or joy. People must feel empowered to direct and control their learning experiences for positive ends in their daily lives. Learning might be said to be almost a type of positive addiction (Glasser, 1976). The literature has revealed that the empowerment and self-motivation of learners is a recognized need; it also has shown that this goal does not appear unattainable in an educational setting.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals

Two goals, or outcomes, were targeted by this writer. First, it was the writer's hope that teachers at her school would be able to employ strategies that consistently developed and enhanced self-motivation in students, in terms of student academic efforts and achievement. The second goal was that the students at the writer's school would exhibit increased behaviors and attitudes indicative of self-motivated learners.

Specific Objectives

Four specific objectives were identified as they related to the outcomes specified above.

Objective Number One

After attending an inservice workshop, participating teachers were expected to be able to distinguish between factors that contributed to and factors that detracted from the development of intrinsic motivation in students. This ability was measured in the form of a written, umtimed posttest designed by the writer and administered to workshop attendees. (See Appendix H for a copy of the posttest.) The standard of achievement to be attained was a minimum of 80 percent mastery for each participant. This percentage was the minimum acceptable level of posttest performance for workshops delivered in the writer's school district.

The first part of the posttest consisted of a mixed list of 20 intrinsic and extrinsic teaching strategies and approaches, next to which teachers were asked to mark either an "I" to designate the strategy/approach as intrinsic, or an "E" if the approach or strategy was extrinsic. The second part of the

posttest was comprised of five open-ended questions to be answered in explanatory, essay format by the participating teachers. The teachers were asked to discuss reasons for the inclusion or limitation of certain common classroom practices in terms of motivational theory. Since the teachers at the writer's school expressed an interest in learning new strategies for increasing self-motivation in students, successful performance on the strategies posttest would indicate a positive move towards fulfilling that need.

Objective Number Two

After attending the inservice workshop, participating teachers were expected to be able to demonstrate their ability to create a lesson that specifically addressed the development of students' self-motivation along with content knowledge and skills. The extent of this ability was demonstrated by the written completion of a summary checklist outlining intrinsic vs. extrinsic motivational strategies to be employed in a given lesson created during the workshop. By fully completing the summary checklist (100 percent complete), each teacher was to demonstrate the ability to specifically name planned instructional strategies, to evaluate whether they are of an intrinsic or extrinsic nature, and to adjust extrinsic strategies to make them more intrinsic in intent. (See Appendix I for a sample of the checklist.) The participating teachers' demonstrated ability to incorporate intrinsic motivational strategies into an actual lesson plan was expected to indicate the promise of applying these learned techniques in future class lessons.

Objective Number Three

Before and after the three-month implementation period, participating teachers were asked to complete a written checklist of 15 observed collective student behaviors. Results, to be considered successful, were expected to

indicate a gain of at least five "empowered" and "self-motivated" student behavioral indicators checked off by each teacher as he or she evaluated student progress at the end of project implementation. The first nine behaviors were compiled, by this writer, from a list of teacher expectations regarding empowered student behaviors, as indicated on a survey conducted in October, 1990 (see Appendix C). The final six behaviors were derived from the Self-Control Development Continuum Chart of Boren and Benegar, as presented by Donald Grossnickle (1989) in his self-motivation sourcebook produced for the National Association of Secondary School Principals. (Appendix J contains a sample of this observation checklist.)

In selecting the evaluation instrument for the third objective, a number of alternatives were considered, since there was a question of the great possibility of bias attributable to teachers implementing strategies and then assessing their own results. However, the need addressed by this objective grew out of a *perceived need as expressed by the teachers* in considering the current motivation/empowerment of their own students. In a literal application of the third objective, if teachers subsequently perceived an increase in student behaviors that reflected greater motivation and empowerment, then one aim of this practicum would have been fulfilled, albeit in this qualified sense.

The writer also considered the possibility of eliminating some of the observer bias by soliciting outside observers, but she chose not to employ this particular approach for the following reasons. First, the additional time and money necessary for the training of outside observers in terms of knowing what to look for (Borg & Gall, 1989) was beyond the monetary and chronological scope of this practicum. Second, soliciting outside observers,

without a thorough orientation of both the participating teachers and observers to the appropriate attitudes embodied in nonjudgemental observations (Cummings, 1985; Joyce & Showers, 1988; Moffett & Werger, 1988), might have been mistaken as threatening and might have evoked negative teacher participant feelings toward the project. The teachers at this writer's school were untrained in the art of peer coaching techniques. Such preparation for teachers also extended beyond the monetary and chronological scope of this practicum.

Objective Number Four

After a three-month implementation period, the students of participating teachers were expected to exhibit an increase in their perceptions of their academic competence, their sense of control, and their feelings of accomplishment and mastery, as measured by pre- and posttest scores on Scales 2, 4, and 5 of the School Attitude Measure (SAM), published in 1989 by American Testronics and authored by John W. Wick, Lawrence J. Dolan, and Marci M. Enos. This increase was to be demonstrated by a display of growth both in the average Normal Curve Equivalent (NCE) scores from pretest to posttest, as well as in the average Equal Interval Scale (EIS) scores for each of the three test sections mentioned above.

The SAM was used to corroborate any increases noted in the number of empowered student behaviors observed by the teachers in objective number three. As a standardized assessment of student attitudes towards school, its contents were similar to many of the behaviors on the Teacher's Observational Checklist. Scale 2, as desribed in the Directions for Administration (1989), contained questions to measure how the student felt about his or her school performance, how the student felt when experiencing

difficulty in a subject, and the student's general expectations of academic success. Scale 4 assessed how willing a student was to take responsibility for school success, how the student felt regarding the relationship of actions and outcomes in academic tasks, and the student's perception of his or her "self-reliance and independence in school" (p. 1). Scale 5 measured how the student felt about his or her efficient use of instructional time, the student's willingness to persist in academic tasks, and the student's ability to evaluate his or her own work and to seek help when needed.

The SAM included a scripted test manual of directions, which was recommended if one sought optimum reliability in the results obtained (American Testronics, 1989). Machine scoring and reporting, coupled with scripted administration, provided as high a degree of objectivity as one might expect on this type of student self-report instrument. Sixth graders were administered Level G/H of the SAM; seventh and eighth graders received Level I/J. The School Attitude Measure was an untimed test, but the test administrators were instructed to allow approximately a 35 minute time frame for testing at each level.

It was hoped that the question of validity naturally arising from the use of a potentially biased observer checklist in the third objective might be somewhat offset by data derived from the use of the School Attitude Measure (1989). Because the NCE scores could be averaged, NCE results were expected to provide a means of tracking general student progress. The EIS scale could likewise be averaged to indicate group gains, thereby offering additional evidence that student self-motivation had indeed improved. Of course, the possibility existed that the students might tend to answer in terms of what they thought was "correct," rather than reflecting upon their own true

feelings. However, given this limitation, if a positive relationship between increases in teacher observations of student empowerment and increases in the students' perceptions of their own control was found, then increases on the SAM would reinforce positive findings on the teacher observation checklist. The writer felt it was important not to rely solely on teacher self-reports to measure success, even though the need expressed had been one of teacher, not student, perceptions.

CHAPTER IV

SOLUTION STRATEGY

The Problem Restated

At the writer's school, there was a perceived need for teachers to learn techniques and strategies that would enable the students to become empowered and self-motivated learners. The teachers sought strategies that would specifically target intrinsic motivation and that could be employed within their classroom settings, since they visualized empowerment and self-motivation in primarily an academic context.

A Survey of Solution Strategies

Middle school literature had previously reflected concern with the development of student self-direction in the learning process (Atman, 1986; Atman & Hanna, 1987), with increasing student autonomy (Carnegie Council on Adolescent Development, 1989; Merenbloom, 1986), with the ability of students to act independently in the pursuit of knowledge (Yager, 1990), with increasing student decision-making capacities (Beane, 1990; Carnegie Council on Adolescent Development; Vars, 1987; Yager), and with the development of responsibility for one's own learning (Ford, 1990). Two questions dominated the search for a solution in this practium. What teaching approaches could offer promise as possible alternatives to the traditional recitation script described by Tharp and Gallimore (1989)? What alternative solutions could teachers investigate?

As early as 1969, Carl Rogers described the efforts of a sixth grade teacher who strove for self-direction and self-motivation in her students. For three months, the teacher conducted an experiment by suspending traditional lesson plans in favor of student-directed contracts, student-initiated projects

and intellectual pursuits, and student self-evaluations for grading purposes. Her approach was structured to allow the students to control the pace and depth of their required curriculum and content, while offering maximum opportunities for in-depth exploration on select topics of personal interest to the children. After some initial adjustments accommodating those students for whom this degree of freedom was inappropriate, Barbara Shiel was reported, by Rogers, to have observed a decrease in discipline problems and an unprecedented increase in student productivity. She succeeded beyond her original expectations and, one year later, was appointed as a coordinator of an experiential, self-directed curriculum for educationally disadvantaged children in another district that had been impressed with her classroom successes.

In the early to mid 1980's, numerous attempts to increase student self-motivation in the classroom were well-documented by Deci and his colleagues. The writer extracted the following strategies from these prior investigations: (a) the need for active learning (Deci & Ryan, 1982); (b) assignments where students learn the material in order to teach it, as opposed to the learning of content in order to be tested (Benware & Deci, 1984); (c) the use of intrinsic, not extrinsic rewards (Benware & Deci); (d) the need for learners to exert choice while engaged in learning tasks (Deci & Ryan, 1985); and (e) guiding attitudes for teachers, along with the elimination of teacher-controlling interactions with students (Deci & Ryan, 1985).

Cooperative learning environments were shown to be supportive of the development of student empowerment (Wiggins, 1987, Summer) and intrinsic motivation (Deci & Ryan, 1985). Indeed, the use of cooperative learning was supported in recent middle school literature (Carnegie Council

on Adolescent Development, 1989; Ford, 1990; Strahan & Strahan, 1988; Toepfer, Jr., 1990; Vars, 1987). One specific form of cooperative learning that combined the inquiry and discovery favored by Dewey (Archambault, 1974), while supporting the teacher's role as facilitator, or coach (Rogers, 1969; Sizer, 1985; Wiggins), was Group Investigation, where students in a group would investigate a topic, research and combine a variety of different perspectives, and ultimately present their findings to the class (Joyce & Weil, 1986; Sharan & Sharan, 1989-90).

Later research led to further identification of specific strategies and approaches in support of the development of intrinsic student motivation. The setting of goals and striving towards their completion was recognized as a desirable aspect of classroom instruction when the development of self-motivation was an end goal of the educational process (Atman, 1986; Atman & Hanna, 1987; Atman & Santillo, 1988; Grossnickle, 1989). In 1986, Atman recommended the application of the conation, or striving, cycle of goal accomplishment in helping students to take charge of the problem-solving processes relating to their own academic behavior, time management, and self-directed use of study skills. She also favored the teacher's shift from the role of manager to one of coach or facilitator, a sentiment reflecting a Rogerian theoretical base (Rogers, 1969). From Atman's research, The Yellow Book Program was developed (Atman & Hanna, 1987), consisting of a study skills handbook within which was contained a study skills list, sections for student self-discovery and goal-selection, and adequate pages for the monitoring of daily school progress. Distributed and implemented through the advisory program at Washington Park Middle School in Washington Park, Pennsylvania, the book became the framework around which classroom

procedures for students' academic goal-setting could be reinforced and monitored. In this case, supportive classroom environments and teacher attitudes, coupled with specific teaching methods that capitalized on students' capacities for intrinsic motivation, were enhanced by directly addressing specific attention to goal-setting in an academic context. In his writings, Grossnickle said, "Self-motivation must be practiced for it to become a habit" (p. 10). Too, Atman (1988) recognized that the processes of striving and goal-setting had to be verbalized in a metacognitive sense, so that the learner could monitor his or her progress in the active stages of goal-setting and goal-achievement.

The practice of mastery learning, recommended by George and Lawrence (1982) in The Middle School Handbook, and detailed by Joyce and Weil in Models of Teaching (1986), was recently revealed, through the research of Carole Ames and Jennifer Archer (1988) at the University of Illinois, as a key factor in the support of student self-motivation. Ames and Archer observed the need for students to feel that their efforts were worthwhile and would eventually pay off in terms of academic success; the reserachers noted that even when students knew a variety of study strategies, the option to use those strategies was directly related to whether the students thought their efforts would eventually prove fruitful. Just having the knowledge of study skills and learning strategies was no guarantee that such knowledge would be put to use, without adequate impetus for the students to do so. If the work was difficult, students might be inclined to give up if one chance, in a limited time frame, was all they had to reach success. Mastery learning gave students the perspective that mistakes could be a non-fatal part of the learning process, and that time was less important than mastery, thus

encouraging them to persevere even in difficult or challenging academic tasks.

Tharp and Gallimore (1989), in "Rousing Schools to Life," described a teaching approach called Instructional Conversation, where the teacher led the learner with questions that were designed to draw out the student's thoughts. Such questions were gently probing and set up a dialogue of inquiry between teacher and child; these questions were different from the usual fare of lower-order fact-assessing questions traditionally asked by teachers. Tharp and Gallimore believed that this approach could stimulate intellectual growth while preventing the boredom cited by Rothman (1990) and Sizer (1985). Where Instructional Conversation was repeated as standard classroom practice, the pattern established by this special teacher-led questioning process gradually transferred the discovery of answers to student control. Student autonomy was thus assisted and guided by the teacher.

Another recommendation made by Tharp and Gallimore (1989) was that teachers ought to coach students in their zone of proximal development (ZPD). The authors believe that teachers wre responsible for providing activity settings that would engage children in goal-oriented activities in which the teacher could participate as an assistor and/or co-participant as the need arose. The purpose of these settings, according to Tharp and Gallimore, was principally to assist the child "through the stages from other-regulation to self-regulation and thence to internalization and full development" (p. 23). Although learning in the ZPD was not painless, it was precisely because the work was not too easy that students knew they were alive. Clifford (1990) found that taking moderate risks during learning added to persistence, self-

knowledge, and learner satisfaction. Here, the teacher's role was that of a special type of facilitator, or coach.

In 1989, Donald Grossnickle (1989) published a sourcebook for both parents and educators, hoping to provide a number of suggestions in helping students develop self-motivation. Within his sourcebook, he listed 30 "one-minute" motivation techniques for parents and teachers to use. Among his suggestions were the teaching and practice of decision-making and problem-solving strategies, the instruction of students in learning how to visualize their success and to stay focused upon their personal goals, the seeking of alternate teaching approaches that could help failing students succeed, the development of a guiding attitude on the part of the teacher, the encouragement of student self-management through the use of calendars and lists, and the recognition of the need for intrinsic motivators to offset more prevalent extrinsic motivational practices. The reader might have noticed the overlap of many of Grossnickle's recommendations with prior recommendations cited in this section.

More recently, Friedman (1990), in her ethnographic analysis of a colleague's teaching methodology, cited the employment of the "petition midterm" for active social involvement, the use of group reports to classmates, replete with activities that hold the listeners accountable for the information imparted, and the administration of final exams in the form of letters to United States senators, as methods that could increase self-actualization and self-direction in student learning. The presentation of this methodology was well-received at the Winter, 1990 Symposium of the Coalition of Essential Schools in Fort Lauderdale, Florida, and the possibility

for successful transfer was subsequently demonstrated by another colleague at this writer's school.

Strategies and Ideas: Gathering the Possibilities

In reviewing past solutions to the problem of increasing students' intrinsic motivation, numerous commonalities appeared to emerge and overlap in the philosophical, psychological, and educational literature. It seemed that if one sought a successful solution to the problem at hand, it would be prudent to synthesize and/or otherwise connect as many ideas as possible into a well-rounded, holistic approach to solution development. This writer endeavored to weave together these unifying factors in an effort to work towards an effective practicum solution.

Towards A Synthesis of Strategies for Increasing Student Self-Motivation and Self-Direction In Academic Tasks

In order to nurture and support self-motivation and student empowerment in learning, it appeared necessary to employ teaching methods that allowed for student choices and self-management in the learning process (Atman & Hanna, 1987; Rogers, 1969), that related projects to the real world and real-time applications, letting students feel that they could make a difference (Beane, 1990; Berman, 1990; Carnegie Council on Adolescent Development, 1989; Friedman, 1990; Yager, 1990), and that used rewards only in an informational sense and not as a means of control (Deci & Ryan, 1982; Deci & Ryan, 1985; Grossnickle, 1989). The teachers seemed to need to employ strategies that supported an autonomous learning environment (Carnegie Council on Adolescent Development; Friedman; Merenbloom, 1986); similarly, it was necessary for the teacher to facilitate and coach, and not dominate the instructional process (Friedman; Tharp & Gallimore, 1989;

Rogers; Sizer, 1985;Wiggins, 1987, Summer). Students had to be encouraged to learn in order to teach and to share with others (Benware & Deci, 1984; Friedman; Yager); learners were not to learn solely to be tested (Benware and Deci, 1984; Carnegie Council on Adolescent Development, 1989; Rothman, 1990). Students had to be encouraged to ask questions and to seek answers to their personal queries (Friedman; Rogers; Sharan & Sharan, 1989-1990), to explore topics in depth and not merely cover content for its own sake (Friedman; Sizer; Wiggins, 1987, Summer), and to have the opportunity to master important skills and concepts, even if the attainment of such mastery defied a pre-ordained calendar (Ames & Archer, 1988; Friedman, 1990; George & Lawrence, 1982). The use of cooperative groups in facilitating self-motivated, empowered learners was particularly well-supported (Ford, 1990; Friedman; Carnegie Council on Adolescent Development; Strahan & Strahan, 1988; Toepfer, Jr., 1990; Vars, 1987); specifically, the group investigation approach to cooperative learning was recognized as a stimulus to engaged and active student inquiry and learning (Friedman; Joyce & Weil, 1986; Sharan & Sharan, 1989-90). Students were to be afforded the opportunity to choose personal goals in the proceses of learning, in order to counteract boredom and disinterest (Assagioli, 1974; Atman, 1988; Ciskszentmihalyi, 1990). Additionally, students needed activities that gave them the feeling that what they were doing was personally meaningful and worthwhile (Assagioli; Maslow, 1976; Saylor et al., 1981), so that learning could become joyful (Friedman; Saylor et al.; Toepfer, Jr.), fun (Atman, 1986), and attractive (Glasser, 1976), instead of boring (Rothman, 1990; Sizer). It appeared, from a synthesis of converging ideas from both theory and practice, that a general strategy providing for as many of the above components as

possible would allow the problem to be effectively addressed on several "fronts" simultaneously.

Solution Strategies: Evaluating Feasabilities and Foibles

What of the solutions generated above? The writer needed to decide which elements could be designated as workable, either individually or in combination, in the writer's setting. She also wanted to synthesize the greatest number of strategies possible.

Rogers (1969), in his description of Barbara Shiel's approach to student-directed learning, offered some strategies now employed by some teachers in the writer's school, albeit out of context with the current objective of self-motivation. A number of teachers had been using contracts with their students; numerous teachers also appeared comfortable with the assignment of student projects. Considering the development of the middle school concept, augmented by efforts to advance the principles of the Coalition of Essential Schools, employing projects as an alternative for curriculum delivery was therefore a feasable and workable alternative.

That teachers might be regarded as facilitators, coaches, or guides, was another concept not unfamiliar to teachers at the writer's school site, although the transfer from theoretical descriptions to concrete classroom practice had remained slow. The writer, from her own experiences, believed that many teachers had been trying to arrive at a coaching orientation without considering the need to take charge of the curriculum. Thus, paralleling the observations of Deci and Ryan in 1985, efforts to coach students while being controlled by time schedules, skills tests, and textbook-dominated syllabi had proven frustrating and understandably incompatible. Presenting this coaching approach within the context of a project-oriented

curriculum directly aimed at identified outcome behaviors that embodied student empowerment and self-motivation might help to concretize this construct for these teachers.

Regarding the identification and use of internal motivators recommended by Deci and his colleagues (Benware & Deci, 1984; Deci, 1984; Deci & Ryan, 1982; Deci & Ryan, 1985) and echoed by Grossnickle (1989), this writer believed that the teachers at her site were seeking strategies that encouraged student empowerment. She felt the teachers would welcome a planning technique leading to the identification of "internal" and "external" strategies, so that more purposeful instructional decisions could be made. Such a planning technique would be useful if incorporated into the solution finally derived.

The use of a calendar, or some form of "yellow book," as successfully employed at Washington Park Middle School was considered. However, the monetary and chronological constraints of this practicum did not support the immediate development and printing of a book of this type.

In considering the feasability of employing mastery learning, this writer chose to heed the caution of Joyce and Weil (1986) and not use mastery learning in its traditional sense. Because of the number of different assessments necessary when students required multiple tests on the same content, and because a class of 35 students could quickly branch off into almost as many mastery paces, Joyce and Weil contended that "the problem in managing instruction [was] deciding how to organize the curriculum and the classroom so that students [would] have optimal time, benefit from goal instruction, be induced to persevere, and receive assistance in understanding

the learning tasks" (p. 318). Joyce and Weil were skeptical about the simple implementation of mastery learning in the traditional classroom.

Indeed, this writer had the same concerns. However, the adapted approach to mastery learning employed by Marie Bodemuller (Friedman, 1990) within a cooperative, project-oriented context, did appear within the realms of possibility. As used by Bodemuller, students presented their knowledge either to the class, or in the form of a letter or petition. If a presentation was unacceptable, the presenting group of students was asked to reschedule the entire presentation; if one student needed additional time for greater effort, that individual child was rescheduled, apart from the rest of the group. Unacceptable petitions or student letters were simply requested to be redone, along with some coached suggestions for improvement from the teacher/facilitator/guide. The teacher was not required to create or seek new tests or assessments, as was necessary in the traditional program discussed by Joyce and Weil (1986). The integrity of the original assessment/project remained uncompromised, no matter how many additional trials were necessary. The only time constraint was the end of the school year; however, it was possible to schedule projects and other written assessments early enough to allow for re-do's, so that those in need could be provided with extra opportunities to strive for mastery. In addition, students engaged in subsequent trials could be assessed, in terms of progress, on the basis of how much they had improved over their previous efforts. Thus, at the end of the school year, some degree of progress could be demonstrated by conscientious strivers, even in difficult or challenging tasks. The teachers in this writer's school did not have the time to be encumbered with additional planning tasks related to the implementation of mastery learning in the traditional

form described by Joyce and Weil. By following Ms. Bodemuller's approach, the extra planning time usually demanded by mastery learning practitioners could be avoided, while still providing the benefits of mastery learning to the students.

Grossnickle's (1989) numerous one-minute strategies for the development of student motivation were considered by this writer in terms of their appropriateness for use at the writer's school site. The writer did not feel that it was in the best interests of teachers at her site to merely adopt Grossnickle's (1989) entire list as a succinct guide. Some of his recommendations appeared to require substantially more than one minute to implement. The suggestion to "teach and practice several methods of decision-making and problem-solving skills" (p. 23) seemed to require a great deal of time to choose and prioritize these skills in light of curricular needs, to train the teachers in the use of these skills, and to enable teachers to apply these skills within their lessons. Although the writer believed such an effort to be worthwhile and beneficial to the development of self-directed learning, and although Assagioli (1976) alluded to a number of these empowering problem-solving skills in The Act of Will, Grossnickle's suggestion appeared to go well beyond the chronological scope of this practicum.

Some of the strategies offered by Grossnickle (1989) also appeared to be in need of qualification as to whether they were delivered in a controlling or in an informational sense (Deci & Ryan, 1985). For instance, Grossnickle's recommendation to "praise appropriately" (p. 24) needed further elaboration, lest the praise be delivered in a controlling manner. Thus, one could not merely take the suggestions offered by Grossnickle, without evaluating the appropriateness of each one. Too, this writer felt that the more individual

strategies that could be incorporated within an over-all, synthesized approach, the less fragmented the effort would seem.

Finally, a number of possible solution "strategies" seemed more general, and not tied to any specific procedure for implementation. Recommendations, previously cited, to encourage student autonomy, to make learning applicable to the real world, and to teach in an informational rather than in a controlling manner appeared, to this writer, to be more easily said than done, unless attached to a more concrete and identifiable teaching approach. In order to avoid some of the pitfalls previously mentioned when attempting to move from theory into the realms of practice, this writer felt that such approaches also needed to be incorporated into an overall, synthesized methodology.

The Writer's Solution Strategy: Towards a Primary, Optimal Synthesis

One strategy mentioned in the list of solutions appeared to contain many of the individual elements of the other recommended solutions. The writer is referring to the project approach employed by Bodemuller (Friedman, 1990). Bodemuller's methodology combined student-directed contracts and student-initiated projects (Rogers, 1969) with the concept of the teacher as facilitator, coach, or guide (Atman, 1986; Deci & Ryan, 1982; Grossnickle, 1989; Rogers; Tharp & Gallimore, 1989; Wiggins, 1987, Summer). Student self-management (Atman & Hanna, 1987; Rogers, 1969) and autonomous learning (Carnegie Council on Adolescen Development; Merenbloom, 1986) were important features, and the children were engaged in real world projects specifically designed to challenge students to make a difference (Beane, 1990; Berman, 1990; Carnegie Council on Adolescent Development, 1989; Yager, 1990). The students were learning content with

the intent of presenting it to their fellow students (Benware & Deci, 1984; Yager), and numerous opportunities for the pursuit of answers to personalized, student-generated and student-chosen questions (Rogers) were provided within the cooperative framework (Carnegie Council on Adolescent Development, 1989; Ford, 1990; Strahan & Strahan, 1988; Toepfer, Jr., 1990; Vars, 1987;) of group investigation (Sharan & Sharan, 1989-1990). Bodemuller's approach put the teacher in a coaching, facilitating role (Rogers; Sizer, 1985; Tharp & Gallimore; Wiggins, 1987, Summer). Bodemuller offered no extrinsic rewards like buttons or certificates (Deci & Ryan, 1982; Deci & Ryan, 1985); rewards came from the students' mastery of personalized objectives. Teachers were encouraged to facilitate, not control (Deci & Ryan, 1985), and a form of instructional conversation (Tharp & Gallimore, 1989) was the method of choice in answering student questions. Mistakes were seen as guidelines, and students had more than one opportunity to master a given project, if necessary (Ames & Archer, 1988; George & Lawrence, 1982). The joy (Saylor et al., 1981; Toepfer, Jr.) that came from personally meaningful and worthwhile (Assagioli, 1974; Atman, 1988; Ciskszetmihalyi, 1990; Maslow, 1976; Saylor et al.) academic endeavors was the ultimate learning experience towards which Bodemuller, in her project-centered approach, aimed (Friedman).

From the standpoint of inclusiveness, the strategy employed by Ms. Bodemuller appeared the most useful and viable as a solution starting point. Bodemuller's strategy had not, as yet, been formally presented to the faculty at this writer's school for several reasons. First, the method's viability as a synthesis of methodologies for the development of intrinsic motivation in students was not previously recognized until the review of the literature for

this practicum was undertaken. Second, the value of this strategy, due to its inclusion of numerous motivational approaches recommended by knowledgeable scholars, was also unrecognized prior to the literature review.

The writer planned to capitalize on the strengths of this unified approach. Instead of needing to learn single, fragmented motivational components, and instead of being asked to transfer their knowledge in an unstructured and disorganized manner, teachers could experience and learn a process that incorporated many basic and essential components for the development of student self-motivation under one umbrella. In addition, teachers would not have to feel as though they were giving up the teaching of content in order to use this method; content was necessarily built into the design of the strategy. Finally, the approach to be adapted by this writer was designed in a manner that facilitated a great deal of teacher choice into its overall implementation. The teachers would have great flexability regarding content, time frame of the individual lessons, and the curricular focus of the projects. Teachers more comfortable with the use of rewards in an informational sense were not asked to give up this preference; content-based examinations could be administered at the teacher's discretion; subject matter could be tied to one discipline or to many. A variety of teaching styles could also be accommodated; some additional structure could be added for those teachers who needed it. Similarly, those teachers craving less structure could seek to let their students control a greater number of the parameters as far as the criteria for student presentations were concerned.

One necessary precaution remained. In designing a solution strategy, the writer did not want to fall into the "trap" of prescribing "one best approach" to the development of self-directed students. Such a directive

would do nothing to empower the teachers and, without the teachers' feelings of control, the most noble intentions of the project might be lost. As Deci and Ryan (1985) hypothesized and subsequently demonstrated in their chapter on "Education" in Intrinsic Motivation and Self-Determination in Human Behavior:

> When administrators impose restrictions and allow little space for self-determination, they are likely to undermine the teachers' intrinsic motivation just as the teachers' imposing restrictions undermines the childrens' intrinsic motivation. When teachers are pressured by administrators, when their own autonomy in the classroom is not supported, . . . they will become more controlling with the children. (p. 266)

The writer anticipated that some teachers would not be immediately willing to give up long-standing lecture/test techniques. Therefore, even though Bodemuller's approach might have been demonstrated as one synthesized approach to the development of intrinsic motivation in students, the writer planned to offer, in addition, a menu of motivational alternatives that any teacher would be able to implement, even if he or she desired not to implement a project-centered approach. It was hoped that the provision of a menu might help each individual teacher to gradually guide his or her own progression towards instructional practices leading to more self-directed students. With a menu of options, teachers would be able to regulate and control their own initiatives, using components of Bodemuller's methodology, without being bound to "one best prescription" to develop empowered, self-motivated learners. In adhering to the admonitions of Deci

and Ryan (1985), this writer believed that the element of choice had to be as available to the teachers as it would have to be to the students.

Report of Action Taken

Step One

One month prior to its presentation, a flier advertising a three-hour workshop, entitled "Empowering Students to Become Self-Motivated Learners," was distributed to all teachers at the writer's work site. (A sample flier is included in Appendix K.) Ten teachers and one district administrator pre-registered for the workshop.

Step Two

Materials for the workshop were assembled. The writer created a booklet of 19 Action Strategies for distribution. (See Appendix L for the collection of strategies.) The writer also developed a combination button and poster describing the "Mastery Learning Attitude" (see Appendix M).

Step Three

The procedure for presenting the workshop was devised. The writer decided to model the Knowledge-Gathering/Solution/Action strategy in conducting the workshop, since that was the main approach used by Bodemuller, and it incorporated many other strategies within a single activity. Participants would be divided into cooperative groups of three or four. They would read pertinent excerpts from selected papers by Ames and Archer (1988), Berman (1990), Benware and Deci (1984), Deci & Ryan (1982), Deci and Ryan (1985), and Grossnickle (1989). They would report and teach their findings to each other, thus gathering knowledge. They would research the articles for solutions. They would receive, review, and discuss the strategies booklet. Finally, they would learn how to use the "Planned

Motivational Strategies" checklist (see Appendix I) so that they would be ready for active implementation in their classrooms. At the close of the presentation, the workshop attendees would be invited to join a network of participants for twelve weeks of active implementation of the strategies of their choice -- accompanied by peer support and an opportunity for coaching. Pre- and post-surveys of students' and teachers' attitudes would be included within the implementation period.

Step Four

Prior to the workshop, each teacher was asked to bring along an outline of a lesson plan, so that they could learn to use the "Teacher's Checklist of Planned Motivational Strategies" in the context of their real and immediate needs.

Step Five

The workshop was presented on a Saturday morning. Due to time constraints, the three-hour time allotment did not allow teachers an opportunity to practice using the 'Teacher's Checklist of Planned Motivational Strategies." The writer decided that the checklist could be explained at a later date, as it seemed more important to use the time to complete an overview of the strategies in the booklet, so that the teachers could start implementing the activities the following Monday morning.

Seven teachers and one district administrator attended the workshop. Reactions to the workshop were positive, and the attendees requested that the writer offer the experience to more teachers at a future date.

At the close of the workshop, six teachers chose to participate as a network of implementors. Before departing at the workshop's end, each teacher participating in the network had targeted one class on which to try

selected "Action Strategies," and each teacher had identified one day a week, during planning time, when the writer could meet with each volunteer for regular discussion and follow-up for the next twelve weeks. The volunteer teachers taught a cross-section of the student population, including an average eighth grade class, a class of emotionally handicapped and learning-disabled students, a class of gifted children, two multicultural classes, and selected repeaters of Internal Suspension (I. S.).

Step Six

The writer distributed the School Attitude Measures and answer sheets to the participating teachers, and students completed the tests during one class period. Pre-testing with the SAM took almost two weeks, rather than the one week originally anticipated, because of previously-planned lessons that teachers did not want to interrupt. Within that initial two-week start-up period, each teacher also completed a preliminary "Teacher's Observational Checklist of 15 Student Behaviors" (see Appendix J).

Step Seven

The teachers now selected strategies to use in their classrooms. The strategies most preferred were "Students Learning Facts In Order to Teach Them" and "Substitute Cooperation for Competition." Also popular were "Use a Knowledge-Gathering / Solution / Action Approach," "Replace Lecturing with the Knowledge-Gathering Approach," and "Require Positive, Active Listening."

During this period of strategy implementation, some teachers requested the opportunity to view motivational strategies in other classrooms. However, budget constraints hampered the teachers' taking a half or a full day for observation and discussion with other peers. One

teacher managed to secure a planning day in order to think out lesson applications for the newly-learned strategies, but again, funds for this purpose were limited and generally unavailable. The writer offered to demonstrate some of the strategies and to assist the participating teachers in planning or in the classroom, upon request. None of the six teachers requested this type of assistance, and so none was given.

Step Eight

During the twelve-week implementation period, the writer met with each participating teacher as often as possible. The writer had originally planned to meet with each of the six teachers at least once during the first, second, third, fifth, eighth, and twelfth weeks, to regularly provide peer support for all teachers in what was called the "Motivational Network." The realities of school life, with unplanned assemblies, school-wide standardized tests, meetings, and unanticipated illnesses worked against a rigid meeting schedule. In actuality, the writer found it better to check in with each teacher, on a weekly basis, during his or her planning period or some other previously-agreed-upon time slot. This schedule resulted in the writer being able to meet with four of the six teachers for six sessions apiece. One teacher met with the writer five times, and one met with the writer four times during the twelve weeks of implementation. During each meeting, and with prior teacher consent, the writer kept a brief log of what was discussed.

Step Nine

Each teacher, prior to the close of the twelve-week implementation period, was asked to use the "Summary Checklist of Planned Motivational Strategies" as a planing tool. The reader will recall that an explanation of the

use of this checklist was planned, but omitted, from the strategies workshop due to time constraints.

From the seventh week on, the writer felt the need to request and directly encourage each participating teacher to use the planning instrument. Each teacher continually promised; but when asked formally and informally whether they found the instrument useful, the teachers repeatedly responded that they did not have a chance to use the tool. The writer offered her assistance in using the planning tool, but none of the participating teachers accepted the offer. Because it was important to the writer not to overpower or coerce the teachers, no pressure was used -- just the familiar query, "Did you find the planning instrument useful?"

All teachers completed the instrument in the final two weeks of implementation. Four of the six teachers remarked, at the end of the implementation period, that the instrument was useful and made them think about what they were doing. However, use of the planning tool started very late. This was quite different from the original plan to introduce the use of the instrument during the initial workshop. The writer had hoped that the instrument would be used repeatedly as a planning guide throughout the implementation period; this hope was not realized.

Step Ten

The final step was a two-part closure to the twelve weeks of implementation. First, during the final week, each participating teacher again administered the School Attitude Measure to his or her targeted class of students. Second, after the implementation period was completed, each teacher filled out a post-implementation "Teacher's Observational Checklist of 15 Student Behaviors."

Step Eleven

Within one week after post-testing of the students was completed, the writer met with each teacher for a closing interview. (See Appendix N for the interview question sheet: "Empowering Students to Become Self-Motivated Learners: Closing Interview.") From these closing interviews the writer learned that the strategies deemed by the participating teachers as most useful included "Replacing Lecturing With the Knowledge-Gathering Approach," "Students Learning Facts In Order to Teach Them," and "Substitute Cooperation for Competition." All but one teacher observed positive behavioral changes in their students, noting that discipline improved, along with increased cooperation among the students. The teachers found that their classroom actions and expectations changed as well. Three of the six teachers remarked that they became more relaxed and less commanding in the classroom; one also described feeling more like a resource person than a teacher in the traditional sense. Four of the six teachers said that they did not have any difficulty in using their selected strategies, and all emphasized their intention to keep using the strategies as a regular part of their teaching repetoire. The teachers noted that more planning was involved in using the motivational strategies, but they felt it was worth the effort, because the students' learning seemed more enduring. In terms of the teachers' insights regarding the curriculum in its relation to the strategies, most agreed that getting away from the constraints imposed by the textbooks made their subjects more interesting and more engaging for their students.

Deviations From Original Plan

A number of deviations from the writer's original plan were discussed in the context of the Report of Action Taken, above. First, the "Summary

Checklist of Planned Motivational Strategies" was not presented during the workshop, and was not utilized until almost the end of the practicum implementation period. Although teachers found it helpful when finally utilized, the delay appeared to undermine the checklist's usefulness as a lesson-planning tool. Second, completing the pre-testing of the students on the School Attitude Measure took longer than originally expected, due to the prior scheduling of lessons planned by some teachers before the start of the workshop. Scheduled meetings with each participating teacher could not be held to a strict timetable; the writer had to become more flexible in order to effect meetings on a fairly regular basis. Still, only four of the six teachers were able to meet with this writer on six separate occasions; this somewhat hampered the flow of communication. Third, the closing interview was conducted after the twelve-week implementation period. Finding time for this interview proved a challenge, since the teachers' busy schedules necessitated that the writer seek some teachers on a daily basis, during their planning periods, until the meeting was held.

Another deviation in the writer's original plan occurred in the processing of the SAM results, once all the tests were machine-scored and returned. The writer had planned to compare pretest and posttest National Curve Equivalent (NCE) scores. However, NCE results were unavailable in the pretest report, and it was therefore necessary to substitute the pre- and posttest Weighted Raw Score (WRS) results as a second indicator of student progress as perceived through the students' eyes.

Roadblocks and Difficulties Encountered Along the Way

The Time Factor

The element of time proved to be a constant challenge. Starting with the workshop, a lack of time made it necessary to greatly shorten the introduction to the "Summary Checklist of Planned Motivational Strategies," resulting in less-than-optimum usage of this planning tool. In addition, as mentioned above, sudden meetings and assemblies, school-wide standardized tests, and illnesses blocked chances for regularly-scheduled meetings between the writer and the six participating teachers.

Budget Restrictions

Coupled with time constraints, budget limitations hindered participating teachers' opportunities to secure substitues in order to visit other classrooms to observe the use of select strategies in progress. Time and budget restrictions also limited opportunities for extended coaching and practice of the more complex or challenging strategies, making implementation of these strategies more difficult, and prolonging the time necessary for teachers to feel comfortable using the strategies in the classroom. It was hard for teachers to read about a strategy or observe it once, and then attempt to transfer the technique for classroom use. Additional coaching and practice time would have made implementation easier.

Attitudes

Perhaps it is only the writer's perception, but it seems, in retrospect, as though the writer might have been too timid in trying to encourage the participating teachers to use more of the strategies in an integrated fashion. On the other hand, perhaps the writer was too impatient, hoping for greater strides at a faster pace, but revealing her feelings only in the logbook she kept

during the period of implementation. In any case, it seemed that the greatest challenge was to set up an atmosphere of trust between the writer and each of her colleagues so that they would not feel threatened, and so they would feel comfortable expressing honest needs for assistance. Only in this type of atmosphere could optimum progress be made.

After the workshop, implementation and meetings were immediately begun. There was little time to build rapport between the writer and each participating teacher. Because the teachers had not been trained in or introduced to the collegial attitude of peer coaching relationships, the writer feared that if she appeared too demanding, the teachers would perceive her in an authoritative light, and that might undermine the project. The writer, therefore, tried to act as a facilitator of teacher growth, and encouraged each participant to grow at his or her own pace. But the pace, at times, seemed too slow, and the writer is left to ponder whether her cautiousness might have caused the teachers to progress more slowly than their real capabilities.

Schedule Irregularities

Applying the strategies to Internal Suspension (I.S.) seemed to be a novel and worthwhile ideal. However, it proved much more difficult than originally anticipated to establish a regular routine with the children chosen from I. S. Not only were their assignments mandated by their subject area teachers, but their appearance in I. S. was also sporadic at best. Because of these irregularities, necessary continuity was lost. I. S. students are students at risk, and they seem to need more meaningful and engaging curricula. But they also need a program that builds self-motivation into a daily routine. The well-intentioned efforts to increase student autonomy in the I. S. setting was fragmented and, therefore, never really seemed to gain momentum.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Brief Summary of the Problem

The teachers at the writer's school site perceived a need to learn specific techniques to help their students become empowered and self-motivated in terms of academic effort and achievement. The teachers wanted these techniques to be integrated with the presentation of academic content, not separate from that content.

Brief Summary of the Solution Strategy

The writer created a booklet of 19 strategies designed to increase the self-motivation of students within the presentation of academic content, and she presented these strategies to interested teachers at a three-hour workshop. Six teachers attending the workshop agreed to implement the strategies of their choice for 12 consecutive weeks. They also agreed to meet with the writer on a regular basis to periodically discuss their progress. The strategies were offered in a menu format, so that the teachers could exercise autonomy in the selection and implementation of suggested activities.

Presentation and Analysis of Results

First Objective

After attending an inservice workshop, participating teachers were expected to distinguish between factors that contributed to and factors that detracted from the development of intrinsic motivation in students. This ability was measured in the form of a written, untimed posttest designed by the writer and administered to workshop attendees.

Results of First Objective

The standard of achievement to be attained was a minimum of 80 percent mastery for each participant, the minimum acceptable level of performance for workshops delivered in the writer's school district. As displayed in Table 1, all teachers scored well above the minimum level. Therefore, the first objective was successfully attained.

Table 1

Individual Posttest Scores for Participating Teachers Attending the Workshop

Teacher	Score
A	98
B	100
C	100
D	100
E	94
F	93

Second Objective

After attending the inservice workshop, participating teachers were expected to demonstrate their ability to create a lesson that specifically addressed the development of students' self-motivation along with content knowledge and skills. This ability was to be demonstrated by the written

completion of a summary checklist outlining intrinsic vs. extrinsic motivational strategies to be employed in a given lesson created during the workshop. By fully completing the summary checklist (100 percent complete), each teacher was to demonstrate the ability to specifically name planned instructional strategies, to evaluate whether they were of an intrinsic or extrinsic nature, and to adjust extrinsic strategies to make them more intrinsic in intent.

Results of Second Objective

All six teachers filled out the entire form (100 percent). All six teachers named specific, planned instructional strategies, and they were all able to evaluate whether their chosen activities might be more extrinsic or intrinsic in orientation. However, not all teachers were able to adjust extrinsic strategies in order to make them more intrinsic; recognizing that an activity was extrinsic did not mean a teacher could automatically substitute a more intrinsic learning experience.

The following list shows the intrinsic instructional strategies chosen by the teachers in adjusting their lesson plans using the "Summary Checklist of Planned Motivational Strategies":

Teacher	Strategy
A	Knowledge-Gathering
	Learning Facts In Order to Teach Them to Others
B	Learning Facts In Order to Teacher Them to Others
C	Group Investigation
D	(None Identified)
E	Knowledge-Gathering/Solution/Action
F	Knowledge-Gathering/Solution/Action

Using the planning instrument, teacher D concluded that none of the 19 suggested strategies could be applied to a lesson on the identification of parts of speech. The use of the "Summary Checklist of Planned Motivational Strategies," in itself, did not effect the automatic application of intrinsic motivational strategies to a teacher's lesson plans in every case. Therefore, fully completing the checklist did not ensure one's ability to apply the strategies in a planning situation.

Third Objective

Before and after the three-month implementation period, participating teachers were asked to complete a written checklist of 15 observed collective student behaviors. Results, to be considered successful, were expected to indicate a gain of at least five "empowered" and "self-motivated" student behavioral indicators checked off by each teacher as he or she evaluated student progress at the end of project implementation.

Results of Third Objective

Four of the six participating teachers reported observing, in their classrooms, the appearance of at least five additional intrinsic student behaviors, as indicated in Table 2. The other two teachers noted some behavioral progress in their students, but not to the extent anticipated prior to the implementation of this practicum. With a mean gain of 6.83 behaviors, one might say that generally favorable progress was made, in terms of increasing the number of student self-motivated behaviors observed by each teacher. However, in evaluating the objective as originally stated, one must still conclude that Objective Three was not attained in full.

Table 2

Pre- vs. Post-Implementation Differences in Total Number of Intrinsically-Motivated Behaviors as Observed by Teachers

Teacher	Pre-Implementation	Post-Implementation	Gain
A	4	15	11
B	0	10	10
C	6	9	3
D	5	10	5
E	5	15	10
F	8	10	2
Mean	4.6	11.5	6.8

Note. Maximum number of behaviors = 15.

Objective Four

It was expected that after a three-month implementation period, the students of participating teachers would exhibit an increase in their perceptions of their academic competence, their sense of control, and their feelings of accomplishment and mastery, as measured by the pretest and posttest scores on scales 2, 4, and 5 of the School Attitude Measure (SAM), published in 1989 by American Testronics.

Results of Fourth Objective

Both the Weighted Raw Scores (WRS) and the Equal Interval Scale (EIS) results revealed a mixture of gains and losses, indicating that not all students perceived increases in their feelings of academic competence, self-control, or feelings of subject area mastery (see Tables 3 and 4). Each scale reflected mixed results. The mean WRS and EIS scores reported for each teacher indicated that the students of only three of the six participating teachers perceived an overall increase in their feelings of autonomy in school.

Table 3

Student Pretest vs. Posttest Differences in Weighted Raw Scores (WRS) on Selected Sections of the School Attitude Measure

Teacher	Test 2 Competence	Test 4 Control	Test 5 Mastery	Mean
A	2	1	3	1
B	-6	0	-1	-2
C	3	0	1	1
D	5	3	1	3
E	-2	3	-3	-1
F	-7	-13	-4	-8

Table 4

Student Pretest vs. Posttest Differences in Equal Equivalent Scale (EIS) Scores on Selected Sections of the School Attitude Measure

Teacher	Test 2 Competence	Test 4 Control	Test 5 Mastery	Mean
A	58	14	31	34
B	-64	4	-10	-23
C	35	-2	22	19
D	53	38	4	32
E	-27	31	-32	-9
F	-92	-182	-64	-113

Objective 4 was also designed to be coupled with Objective 3, so that the two objectives would function as a pair of checks and balances. In this way, it would be possible to assess whether the students' perceptions about their approach to school work matched the teachers' perceptions of the students' autonomous behaviors. A discrepancy was found to exist between the overall gains preceived by the teachers and those recorded on the SAM student self-reports.

Figures 1, 2, and 3 compare general trends in teacher perceptions as well as student perceptions as they relate to increased autonomy in the students' academic tasks. All differences in Figure 1 were positive; yet both

the average WRS and EIS scores on the SAM for each teacher's classes (Figures 2 and 3) showed a mixture of positive and negative differences.

Figure 1. Pretest-posttest differences on the Teacher's Observation Checklist.

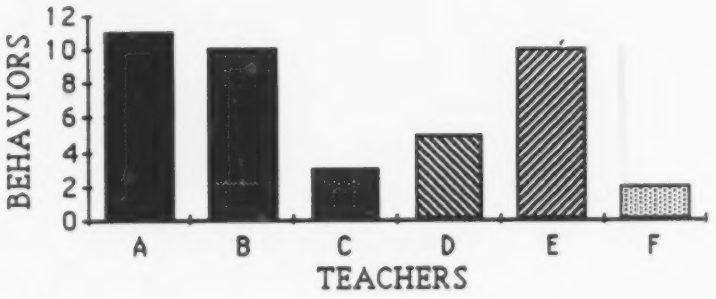


Figure 2. Pretest-posttest differences in average Weighted Raw Scores (WRS) on the School Attitude Measure.

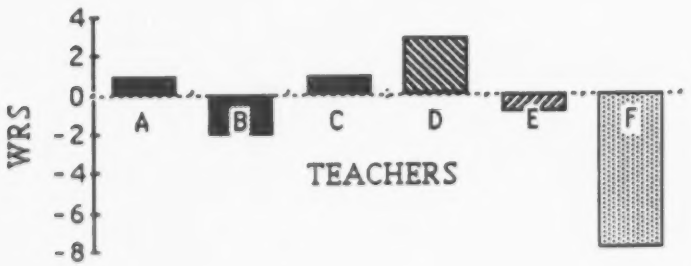
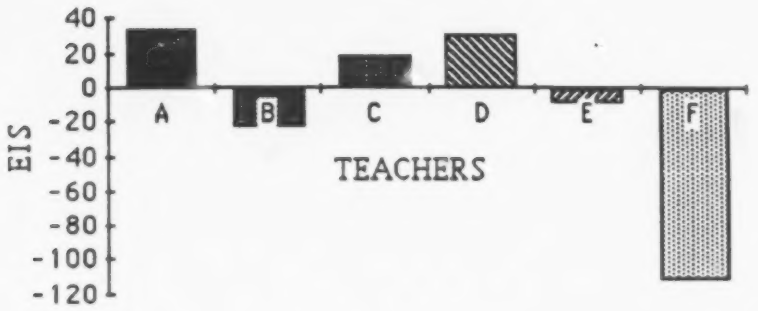


Figure 3. Pretest-Posttest Differences in Average Equal Interval Scale Scores on the School Attitude Measure.



Figures 4 and 5 visually elaborate upon the inconsistency in behavioral gains on the SAM. When the class results of each teacher were broken down in terms of the Competence, Control, and Mastery scales, the inconsistencies were clearly apparent, with negative drops punctuating more positive gains. Figure 6 visually graphs the inconsistency between average WRS and EIS results based upon student self-reports and the figures derived from the teacher-reported behavior checklist. Consistent positive trends were not sustained, as displayed by the negative drops on each of the three indicators in Figure 6. Student SAM scores were therefore inconsistent with the teachers' observations, thereby calling into question the behavioral gains reported by the teachers.

Figure 4. Consistency of pretest-posttest differences on three sections of the School Attitude Measure using Weighted Raw Scores (WRS).

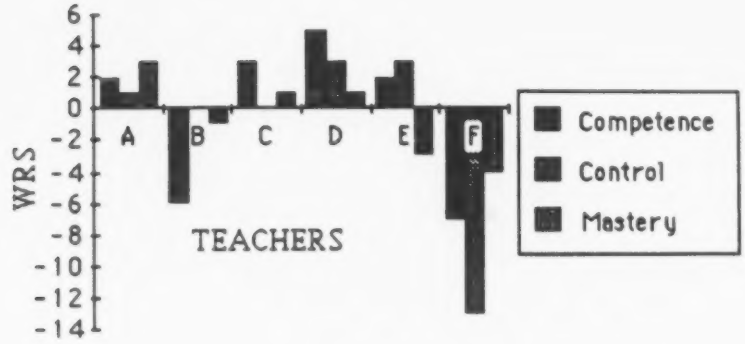


Figure 5. Consistency of pretest-posttest differences on three sections of the School Attitude Measure using Equal Interval Scores (EIS).

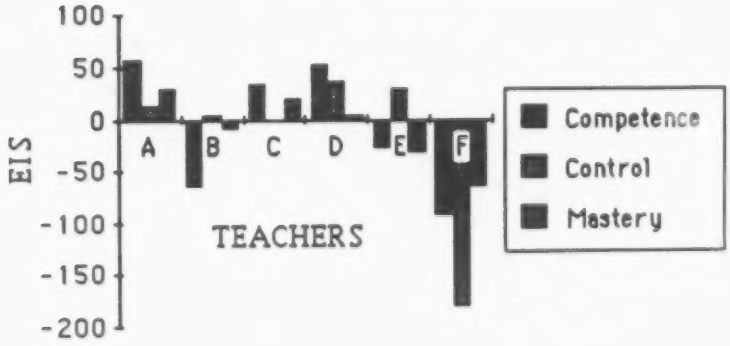
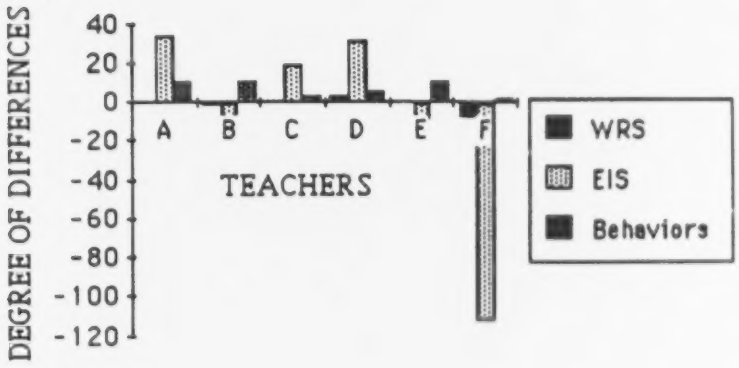


Figure 6. Comparison of pretest-posttest differences on the Teacher's Observation Checklist, SAM Average Weighted Raw Scores (WRS), and SAM Average Equal Interval Scale (EIS) Scores.



It must be noted that out of a total of 18 separate scores compared in Figures 4 and 5, seven of the fifteen WRS scores were negative and eight of the fifteen EIS score were negative. Therefore, the majority of WRS and EIS indicators showed a positive trend. In addition, out of a total of18 indicators displayed in Figure 6, twelve were positive, again supporting a positive trend in the findings despite the inconsistencies as noted above. The reader may refer to Table 2 for the numeric gain in behaviors, Table 3 for the numeric differences in mean WRS scores, and Table 4 for the numeric differences in mean EIS scores.

The greatly-depressed SAM scores attained by the students of Teacher F might be explained by the fact that these were the Internal Suspension students. Although these students were chosen because they had been chronic I. S. repeaters, they did not have a chance to work with Teacher F in a consistent manner since their assignment to I. S. was still irregular and unpredictable. Without the profoundly negative skewing of scores coming out of this group, the trend in student gains noted above was generally positive, although inconsistencies still remined.

Discussion of Results

With reference to the first objective, the teachers' positive comments at the conclusion of the workshop indicated that the presentation had been a success. In fact, the participants highly recommended that the writer repeat the workshop for additional teachers at the school site, which was subsequently done. The positive feelings and high posttest scores indicated that the teachers had gained a satisfactory increase in knowledge about strategies that contributed to empowering students to become self-motivated learners.

On the other hand, knowledge and enlightenment does not automatically lead to efficient follow-through in practice, and the success of a workshop does not ensure that the use of the information learned will be easily applied (Joyce and Showers, 1988). The successful use of the "Teachers' Summary Checklist of Planned Motivational Strategies" was hampered, in part, by the fact that it was quickly presented in the workshop, without the practice originally planned. The checklist was designed as a planning tool; however, without providing practice in the use of the instrument, the

writer's expectation that teachers would automatically be able to use and benefit from that checklist did not materialize.

At first, the lack of time for detailing the use of the motivational strategies planning tool did not seem to warrant immediate concern. The writer thought the checklist to be self-explanatory, and the participating teachers did not express concerns about its ease of use when they agreed to plan at least one lesson using the instrument. However, a defecit in the allocation of time may have been at the heart of the instrument's limited usefulness. The teachers were not afforded sufficient time to be instructed and coached using the planning instrument. The participants' lack of familiarity with the strategy choices (after only three hours of formal instruction), coupled with their lack of specific training after the close of the workshop, might have limited the facility with which the strategies could be applied. The built-in peer discussions, although useful as morale boosters, did not seem to take the place of modeling and practice (Joyce & Showers, 1988) if the strategies were to become an active part of each teacher's repetoire. Perhaps these factors contributed to the teachers' seeming reluctance to use the planning instrument until almost the end of the implementation period.

The writer's decision, while conducting the workshop, to abort the use of the checklist in favor of allowing more time for the introduction of the strategies was made on the spur of the moment. The writer believes that this decision had a major impact upon the fulfillment of Objective 2. When the teachers evaluated the planning tool's usefulness, their regard for the instrument was quite high. This positive feedback was encouraging, and suggested that the flaws in the successful attainment of Objective 2 might

have had more to do with how the instrument was utilized than with the instrument itself.

The discrepancy in the results between the third and fourth objectives is interesting. While Teachers B, D, and F reported gains in the total number of observed student intrinsically-motivated behaviors (Table 2), their corresponding students failed to confirm the teachers' findings (Tables 3 and 4). What might account for this discrepancy, especialy the great dichotomy of opinion between Teacher F and that teacher's students? The writer believes that one possible explanation for the consistently positive teacher reports on the behavior checklist and in the closing interview might be linked to the teachers' increased feelings of control over the presentation of their subject matter. Deci and Ryan (1990) point out that a teacher's perception of his or her autonomy affects the way that instruction is delivered. It might be possible that in becoming aware of19 strategies and having an opportunity to use them with at least some support and encouragement of their peers, the paraticipating teachers might have felt more empowered and more in charge of their students' learning. As the teachers felt more autonomous, they might have begun to see their students through more optimistic lenses. Even though twelve weeks may not have been long enough to effect significant, external changes in all classes, attitudinal changes in the teachers might have led to the teachers' favorable student evaluations.

What, then, might have accounted for some of the negative scores recorded on the SAM? Joyce and Showers (1988) have documented a temporary period of adjustment that can occur when teachers learn to use new strategies in the classroom. Teachers need time to get used to new procedures, and students need some time to adjust to new routines and new

expectations. This adjustment period is sometimes marked by negative student attitudes as they attempt to resist the new demands placed upon them by their teachers. The students long for the old ways of doing things, and their initial reactions to change reflect this longing.

Perhaps twelve weeks was too short a time interval for gains to be recorded on the School Attitude Measure. The participating teachers needed time to become comfortable using their chosen strategies. The students needed time to adjust to less teacher control and greater teacher expectations. If the SAM was administered when this adjustment was still taking place, student scores might have been depressed. In that case, more progress might have been attained than was reflected at that point by the SAM.

It is also possible that consistent increases in student progress were not attained because of the teachers' need for more practice in using their selected strategies. In their Human Resource Development Program Handbook, Moffett and Warger (1988) cite the research of Joyce and Showers that states that teachers striving towards the mastery of a new skill must practice that skill a minimum of five times within the first two weeks after the skill's introduction; teachers may require as many as 30 practice sessions accompanied by coaching and feedback before they can use a new strategy with ease. Twelve weeks might not have been enough time for teachers to become adept at using even a few of the strategies. With no formal peer coaching implemented in conjunction with the workshop, teacher progress appears to have been hampered. For example, the writer recalls an interview with a participating teacher early into the implementation period. One teacher participant reported using the Group Investigation strategy with a selected class. When queried about the type of questions the students were

investigating, the teacher replied that the students were investigating the answers to questions on a Computer-Aided Instruction (CAI) lesson in the school's computer lab. At the same time, the teacher also asked for more information about implementing the Group Investigation strategy. Improvement was steady, but learning to use new techniques in the classroom was not instantaneously forthcoming. The writer may therefore have been too naive in assuming that a twelve-week allowance for strategy implementation would result in a full twelve weeks of comfortable applications. A "warm-up period" for teachers was not built into this project; therefore, some of the depressed student scores on the SAM might have resulted from the teachers' need for more practice in using their chosen strategies well enough to effect a positive impact on their students.

Unanticipated Outcomes

Positive Repercussions

The success of the February, 1991 workshop led to a repeated offering of the same workshop the following month, with ten additional teachers from the writer's school in attendance. In addition, the district administrator attending the February workshop adapted the "Learn and Teach Others," "Cooperation," and "Use Questions as Answers" strategies for a district meeting. The administrator's positive feedback indicated the adaptability of at least some of the compiled strategies for meetings and classes attended by adults, when one objective is to increase the participants' feelings of ownership and lessen their feelings of being controlled by someone else's agenda.

At the end of the second workshop, one of the participants expressed a desire to implement the "Knowledge-Gathering / Solution / Action" and the

"Petition Assignment" strategies. The participant requested a specific list of behavioral indicators geared toward these strategies alone. In response, the writer collaborated with colleague Marie Bodemuller to create the list (see Appendix O). Ms. Bodemuller also used the list as an assessment of her own students' behaviors.

Unanticipated Challenges

The writer found it much more difficult than originally anticipated to visit with the participating teachers. It was hard to keep the meeting appointments because of time constraints and unexpected encroachments on pre-arranged schedules.

It was also difficult for the writer to ask probing questions to the teachers about their lessons and progress, since she was uncertain how the questions would be taken, and she did not wish to make her colleagues feel uncomfortable. The writer tried, but found it difficult, to set up an atmosphere of trust between herself and each of the participating teachers so that the teachers would feel comfortable expressing honest needs for assistance. This might have contributed to a delay in the participants' progress, since some critical issues were never addressed by the writer during interviews with the participants. For example, one teacher had been using the "Students Learning Facts in Order to Teach Them" strategy. According to this teacher, the students in the class were exhibiting improved discipline and motivation after one and one-half weeks of implementation; however, results of a chapter test still indicated depressed student achievement. After some discussion, the teacher decided to incorporate "Require Positive, Active Listening" into the students' teaching activities. Because the children had not mastered the previous chapter, the writer inquired whether the students

would be repeating that chapter. The teacher responded that since there was so much material to cover, repeating the chapter was not possible; the children would use the positive listening addition while working on the next chapter. Thus, although this teacher posted the "Mastery Learning Attitude" poster on the wall, the concept of this attitude had not yet taken hold. Perhaps this writer was expecting too many changes, too quickly. Perhaps, with time, the flaws would be ironed out. After all, this teacher displayed a positive attitude and felt that the strategies were working. The writer was also too timid to press the issue. This teacher was, indeed, making progress and experiencing success. The writer did not want to inhibit progress by making the teacher feel uncomfortable by asking probing questions. This experience indicated the depth of some of the changes in teachers' mindsets that still needed to evolve before full implementation of even a few strategies could be in place. The experience drove home the feeling that twelve weeks of implementation was just the beginning of an on-going vision of change, and that additional coaching with a more elaborate and formalized structure (Joyce & Showers, 1988; Joyce & Weil, 1986) was essential if teachers were going to be expected to change not only the way they conducted their lessons but also the way they viewed the teaching process.

Implications

The Action Strategies and the "Teacher's Summary Checklist of Planned Motivational Strategies" appear to have value, as evidenced by continued positive teacher feedback during the twelve weeks of implementation, a reported increase in the teachers' feelings of control over the curriculum, and by the general, positive trend in the students' perceptions of their competence, self-control, and subject area mastery.

However, the extent of the usefulness of both the strategies and the planning instrument still seems as yet undetermined, since inconsistencies are evident in the perceptions of the students.

Several implications may be derived from the outcomes discussed above. First, a successful workshop, by itself, does not ensure adequate transfer of teaching techniques. Second, when teachers are in the process of learning new teaching approaches, they often need some time for modeling, coaching, and practice in order to become proficient and comfortable with these methodologies. Third, a transition in a teacher's mindset may not be smoothly accomplished and may need time to catch up with the teacher's external behaviors. Fourth, students need a period of adjustment when teachers' expectations change. Fifth, sporadic use of new motivational strategies on an irregular basis, however well-meaning, does not seem to contribute to positive attitudinal changes in students.

Recommendations

In light of the results of this practicum, the writer makes the following recommendations:

1. When teachers are expected to transfer strategies into classroom practice, more time must be factored into the overall timetable. Teachers need sufficient time to learn how to use their selected strategies with confidence and ease, through modeling, coaching, and practice that extends beyond the initial workshop. Students need to progress beyond an initial adjustment period when new demands are placed upon them; at first, such students may comply, only reluctantly, with the teacher's new expectations.

2. When teachers are learning to apply new classroom techniques, they should be oriented to the purposes and procedures of peer coaching in order

to feel more comfortable about being observed and about honestly revealing their needs for assistance. If the peer coaching experience is not familiar to teachers, difficulties arise in terms of keeping the lines of communication open between teachers and their collegial coaches. Teachers may claim that things are going better than they actually are because they might view the coaching experience as evaluative, not collegial.

3. The modeling, coaching, and practice of new teaching strategies must not be bound to a rigid timetable, since all teachers start their growth with varying skills and varying mindsets. Some consequently need more time than others to feel comfortable with new techniques and new expectations.

4. If the SAM is to be used as a pre/post measure of student attitudes related to their self-motivation and autonomy in a school setting, posttesting should take place at least 12 weeks after the transition period has finally ebbed away. This practice would avoid the effects of temporary, negative variables spawned by the transition and by the way the strategies are implemented during the learning phase.

5. New strategies to increase students' self-motivation in academic tasks must be practiced with regularity and persistence. This is important for both teachers and students, since the well-meaning but sporadic use of motivational strategies does not seem to produce behavioral gains and might contribute to frustration and negative feelings.

Future Plans For Furthering This Solution In The Writer's Work Setting

In order to perpetuate the benefits derived from this practicum in the writer's work place, the following procedures will be carried out:

1. The motivational network will be perpetuated in order to encourage the teachers of both workshops to continue to implement selected strategies. Each teacher will be encouraged to expand his or her personal repetoire of strategies that increase self-motivation and feelings of empowerment in students.

2. As the Middle School Coordinator, the writer will continue to volunteer her assistance to the networking teachers. She will also seek an opportunity to orient all interested teachers to peer coaching, in order to increase the effectiveness of her assistance.

3. The "Empowering Students to Become Self-Motivated Learners" workshop will remain an ongoing staff development option to be offered, upon request, to interested teachers. The motivational network will be expanded as more teachers choose to participate after attending the workshop.

Dissemination

This practicum has already been shared in several forms. First, the "Empowering Students to Become Self-Motivated Learners" workshop was presented to ten additional teachers at the writer's school. All teachers praised the content and delivery on the day of the presentation. Participants also stopped the writer in the halls for several days following the workshop, in order to thank the writer for the ideas and materials disseminated. Two participants even wrote thank-you notes to this writer.

The writer was asked to share the motivational strategies at a district Middle School Coordinators' meeting, and she compiled an abbreviated version of the strategies booklet for the occasion. Several coordinators personally thanked the writer and inquired about the possiblity of the writer's

conducting a workshop at their respective schools. The writer expressed a willingness to present the workshop to all interested groups of teachers.

The strategies compiled for the Middle School Coordinators' meeting were disseminated to the World Children's Day Foundation upon request from its Executive Director. The Foundation was seeking methods for incorporating community action projects into the general curriculum, and the Foundation's director felt that the strategies associated with and including the "Knowledge-Gathering / Solution / Action" strategy might demonstrate, to the United States Secretary of Education, the viability of the Foundation's goal.

Finally, a full transfer of the strategies is currently underway in the form of a teacher mentoring project at the writer's school. Marie Bodemuller has agreed to work with one of the participants from the second workshop for the modeling, coaching, and practicing of all strategies presented in the workshop. On a personal leave of absence, Bodemuller plans to devote two full months to the process of full transfer -- without monetary compensation. The writer plans to follow this transfer in order to document processes that might make the learning of the strategies easier for others. This knowledge will then be incorporated into future motivational strategies workshops.

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APPENDIX A

SCHOOL GOALS, 1990-91

Appendix A

School Goals, 1990-91

1. Implement the shared decision-making operational plan.
2. Enhance students' personal and social development.
3. Implement a behavior management plan that emphasizes behavior modification.
4. Improve articulation between the school and community.
5. Continue and update the testing preparation plan developed in 1988 to keep results at or above their current level.

APPENDIX B

MENU OF MIDDLE SCHOOL OPTIONS, BY OBJECTIVE

Appendix B

Menu Of Middle School Options, By Objective

The options chosen at the writer's school are starred (*).

Objective #1 - Student Independence
* Advisor/Advisee
Cooperative Learning
Peer Tutoring
Learning Strategies

Objective #2 - Sharing Student Information
* Common Planning Time
Networking of Teachers
Staff Teaming
Child Support Team
Student Profile Card

Objective #3 - Continuous Assessment
* Refine Existing Procedures
Child Support Team
Student Profile Card
Behavior Management Program

Objective #4 - Affective Development
* Advisor/Advisee
Curriculum Guide
Affective Education
Parenting Classes
Family Counselors
Center Utilization

Objective #5 - Formal Disciplines
* Cooperative Learning
Learning Strategies
Peer Tutoring
Child Support Team
Learning Styles

Objective #6 - Exploration of Voc. Ed. and Fine Arts
Career Education Center
* Prevocational/Fine Arts Wheel

Objective #7 - Articulation
* District-Coordinated Program
Ongoing, Year-Round Plan & Interaction

Objective #8 - Continuous Assessment Profile
Child Support Team
Student Profile Card
* District Documents

Objective #9 - Social Adjustment and Academic Progress
* Behavior Management
Enhance Dropout Prevention
Saturday Program

Objective #10 - Peer Counseling
Rotating Schedule
* Increasing Existing Categorical Funds
Peer Tutoring

Objective #11 - Staff Development
Advisor/Advisee Program
* PRIME Options
Characteristics of the Middle School Child
Interpersonal Skills

Objective #12 - Intramural Athletic Program
* Intramural Director

Objective #13 - Positive Relations with Parents
Part-Time Community Liaison
Full-Time Community Liaison
* Parenting Classes
Family Counselor

Objective #14 - Innovative Programs
* Essential Schools Model
Transition Six
Saturday Program
Expanding Teaming Ideas
Peer Tutoring
Teacher Aides

APPENDIX C

TEACHERS' DESCRIPTIONS OF STUDENT EMPOWERMENT

Appendix C

Teachers' Descriptions of Student Empowerment

In a survey of teachers attending team meetings, attendees were asked to define "empowered students" in behavioral, or observable terms." Twenty-six teachers responded. The following descriptions were offered:

- An empowered student is self-motivated and enthusiastic about school. Typical actions demonstrated by an empowered student could include the assumption of a leadership role without being asked, the completion of assignments on time, participation in decision-making processes involving group activities, and active involvement in the daily classroom activities.

- A student who is empowered is self-motivated and usually tries to do his best at all times.

- One who exhibits leadership skills and is self-motivated. An example of this would be a student who is on task whether in a large group setting or working alone.

- Empowered students behave, usually, in a self-confident manner. They can take charge, utilize appropriate leadership skills, and complete tasks. These students are usually on task and self-motivated. However, empowering students is a training of the students; one cannot simply turn projects, etc. over to them.

- Student asks questions, takes initiative, is not afraid to express opinions or take risks.

- A student who is empowered is able to take charge of individual responsibilities, and is confident and efficient in task completion and mastery. He or she is eager and able to confidently express, display, or present ideas; receives and offers criticism as a constructive, growing experience; displays positive goal-oriented behavior in activities and classwork.

- A student who is empowered would be able to make choices concerning his education. An empowered student would exemplify responsibility in making wise choices and following through to completion.

- A student who is empowered feels he or she has control over events that occur to or around him/her. This student takes responsibility for writing down assignments, doing them, studying. This student doesn't feel grades are "given to" him or her, but that the grades are an extension of what

responsibility the child has accepted. This extends to the affective realm, social relationships, etc., again with the student realizing that his or her actions might provoke reactions from others. In my opinion, an empowered student feels "control" of most aspects of his or her life. This student needs to feel that he or she can talk to students/teachers and make himself/herself "understood." Self-concept and self-esteem are an integral part of empowerment.

- An empowered student will ask questions central to the assignment. He or she will use time well. The student will be focused on intellectual tasks. Respectful listening will be demonstrated. Interest will be evident. An attitude of decency and cooperation will prevail, and independence and autonomy will be noted.

- A student being able to orally give an educated opinion.

- Students have the resources (from the teacher), but have the power (responsibility) to choose how productive they will be.

- An empowered student is an increasingly responsible child -- responsible in the sense of making his/her own decisions, and accepting "consequences" and rewards -- at home and at school.

- <u>One Sub-Group Met And Reached Consensus On This Description</u>: An empowered student has the ability to participate in making policy decisions. In behavioral terms, empowered students are responsible, respectful, motivated, organized, and civil/law-abiding.

- An empowered student is one who understands "responsibility" and is in control of his or her actions/life. Therefore, empowered students have a "voice" in the "functions" of the educational system (i.e. their school). In addition, they understand their "rights," realizing that with the empowerment of these rights comes RESPONSIBILITY! Amen!

- The following actions typify an empowered student:
  - accepting of leadership skills
  - skills to be an independent learner (strategies, motivation, basic skills)
  - Demonstrates adaptive social skills
  - Knows value of skills and academics and how they relate between disciplines

- Empowered students are strong, hard-working, with leadership abilities; they have positive attitudes and are independent workers; they make

schoolwork a priority. Empowered students do not have to be "smart," but they must be working towards goals of self-betterment all around.

- They are self-confident; divergent thinkers -- not afraid to be different; attracted to a challenge; enthusiastic about life and learning; leaders of peer groups; assume responsibility for their own behavior; they accept their abilities and limitations and set realistic goals.

- An empowered student is one who is capable (and desirous) of analyzing his or her own errors, able to make the transfer from examples to real-life problems, and willing to question answers, not just answer questions. An empowered student questions his or her mistakes, and is anxious to know why something is wrong (as well as why other things are right!). Errors are willingly corrected -- so that the mistakes don't become permanent. The student looks for real-world applications for the concepts learned. He or she learns to question others respectfully -- their ideas, solutions, etc. -- and questions him- or herself as well. An empowered student is one who has learned how to learn -- one who can be independent of the teacher -- and is motivated to do so without prodding.

- An empowered student will:
  1. Ask questions.
  2. If not given an answer, will seek further, using many resources.
  3. When faced with a problem or situation, will take many steps to tackle the problem.
  4. Make suggestions; suggest changes; adlib.
  5. Do things although he or she has not been asked to.

• BEHAVIORS	ACTIONS
Questions	Does own research to find answers; knows and uses processes a lot!
Communicates and shares information & processes	A noisy, active classroom!
Thinks a lot and ponders ideas	Spends quiet time doing so
Engages in argument, discussion, & debate gotten, leading to ideas	Defends "own" ideas because of knowledge they feel they own

Creative solutions.	Is not afraid to share "creative, way-out ideas" because some ideas are way out!!!
Asks for clarification.	Is not judgemental or argumentative; asks for discussion/clarification.
Takes criticism well & uses it constructively.	Accepts alterations to ideas, plans, activities based upon criticism and needs of others.

- Three teachers expressed having difficulty defining this term, and chose to respond to the question by indicating this difficulty.

APPENDIX D

NEEDS ASSESSMENT (1990-91)

Appendix D

Needs Assessment (1990-91)

School Improvement Through Staff Development

In order to target our staff development towards the improvement of our school, we would like to identify areas of need as perceived by the staff. Please take a few minutes to rate the following concerns according to their importance to you. At the bottom of this survey, you can add any high priorities not appearing on this list. Thank you!

WHAT AREAS OF STAFF DEVELOPMENT/SCHOOL IMPROVEMENT WOULD YOU LIKE TO SEE STRESSED THIS YEAR? ON YOUR SCANTRON SHEET, PLEASE RATE EACH AREA FROM 'A' TO 'E', WITH 'A' BEING THE TOP PRIORITY. (YOU MAY HAVE SEVERAL CONCERNS OF EQUAL VALUE.)

	A	B	C	D	E
	TOP	HIGH	MED	LOW	NO
1. Cooperative Learning					
2. Advisor-Advisee					
3. Teaming Techniques					
4. Thinking Skills					
5. Student Goal-Setting/Goal Achievement For Academic Success					
6. Improving Classroom Discipline					
7. Student Use of Study Skills					
8. Group Decision-Making Techniques For Teachers					
9. Building Self-Esteem (Adults)					
10. Building Self-Esteem (Students)					
11. "Joy" In The Teaching Process					
12. "Joy" In The Learning Process					
13. Coalition Techniques For Empowering Students and Staff					
14. How To Motivate Students To Motivate Themselves					
15. Increasing Student Decision-Making and Problem-Solving Skills					
16. Macintosh Applications					

ANSWER YES (A) OR NO (B):

17. Do you think it would be to our school's benefit to acquire, learn to use, and actively incorporate some of the latest high-tech research tools now used in other schools (i.e. on-line databases, videodiscs, and CD-ROM)?
18. Would you like our school to look into on-going techniques for improving the behavior of Internal Suspension "offenders" so that they stop repeating I.S.?
19. Do you think it is necessary for us to work at improving the attitude of our at-risk students?
20. Do you think our students need more work in becoming confident, self-directed learners?

APPENDIX E

STUDENT MOTIVATION/EMPOWERMENT SURVEY

Appendix E

Student Motivation/Empowerment Survey

1. How would you describe a student who is self-motivated, in behavioral terms? What actions typify a self-motivated student?

2. In behavioral terms, how would you describe a student who is "empowered?"

3. How many students do you teach? _____ What grade(s)? _____ Out of this number, about how many of your students seem to be "motivated?"
   A. None B. A few
   C. About half D. Nearly all
   E. All

4. How many of your students seem to be "empowered?"
   A. None B. A few
   C. About half D. Nearly all
   E. All

5. Do your students seem to be progressing or slipping in terms of developing increased motivation/ empowerment?
   A. Slipping B. Staying about the same
   C. Slipping

6. What methods do you now use to "empower" or "motivate" your students?

7. How do you help your students to set academic goals?

8. What methods do you use to "coach" your students in their academic tasks?

9. Would you be interested in learning new techniques for empowering your students to be self-motivated in academic tasks?

APPENDIX F

RESULTS OF OPEN-ENDED "STUDENT EMPOWERMENT" QUESTIONNAIRE ON ACADEMIC GOAL-SETTING

Appendix F

Results of Open-Ended "Student Empowerment" Questionnaire on Academic Goal-Setting

The teachers at this writer's school were surveyed at a faculty meeting regarding ways to empower students to become self-motivated and self-directed learners. Thirty chose to respond to the open-ended question targeting methods used to help students to set academic goals. The following is a compilation of the responses obtained:

- By helping them find their comfort zones and by encouraging them; by helping them to stretch their minds, desires, talents
- Through discussions: asking questions, having students ask questions that help them think through and organize goals
- By setting up objectives with the students before assignments; by giving periodic feedback using computer printouts as to what their averages are so that they know what they need to do to earn the grade they are striving for
- By training the students in the art of using visualization and graphic organizers; also by modeling for students the individual skills necessary to help them organize work; by setting up timelines to make sure the work gets accomplished on time
- By not settling for less than the most they can gain for themselves; never lowering the level of expectations; students will strive to meet the optimum level this way
- By understanding strengths and weaknesses; deciding to spend more time in areas of need; by making goals reachable; by focusing on short-term goals

first – either daily or weekly . . . The positive effect of reaching a goal brings the faith to continue

- By praising when any improvements are accomplished; by encouraging students to reach for the next level academically; by giving positive, encouraging comments even when a student does not reach an anticipated goal
- By trying to get students to see that mistakes are not bad . . . just something to learn from and to avoid making again; by trying to get students to realize that their best efforts are all anyone can ask of them . . . but they need to honestly evaluate their efforts
- Through one-on-one discussions focusing on the child's individual abilities, strengths, weakneses, and interests
- By checking Iowa scores; through individual conferences; by encouraging self-motivation; by rewarding for successs; by using a weekly calendar for assignments
- Through contract-type work; through private pep-talks; by helping them to write down goals in advisory
- By getting students to accept responsibilities for their actions; by helping them gain skills in determining what is important; by helping them to visualize excellence
- By encouraging time schedules that are realistic
- By keeping a positive atmosphere; letting them <u>all</u> know that they <u>can</u> excel
- Through discussions that detail class expectations
- By teaching organizational and study skills and advanced planning
- By teaching study skills and teaching students how to organize their materials; notebook organization

- By listing the syllabus of the week's events every Monday; students copy it and check off their completed assignments
- By outlining high school expectations and by overviewing what we need to become familiar with during the school year
- By furnishing an assignment sheet as a constant visual of the weekly agenda; by furnishing grade sheets and bi-weekly grade averaging
- By setting out goals at the beginning of each chapter; by evaluating how successful we were as a group
- By encouraging them; by reminding them of expectations that high school holds
- By assisting in the setting of physical goals
- Through career education; starting to prepare students for future goals: schooling, careers, etc.
- By helping students set short-term goals, set weekly, for Friday rewards; Long-term goals set on IEP's and formulated/shared with students
- Through discussions that ask students what goals they have for themselves; by asking them to make a written commitment; by engaging outside sources to help each child meet his/her goals
- By discussing goals with the students and by allowing them time, in class, to work on their goals and to get feedback
- Through the setting of weekly goals; by helping students know what they need to do and understand by the end of the week
- By clarifying he process of goal-setting and by giving examples
- By discussing what it takes to make an A, B, C, etc.

APPENDIX G

RESULTS OF OPEN-ENDED "STUDENT EMPOWERMENT" QUESTIONNAIRE ON COACHING STUDENTS IN ACADEMIC TASKS

Appendix G

Results of Open-Ended "Student Empowerment" Questionnaire on Coaching Students in Academic Tasks

The teachers at this writer's school were surveyed at a faculty meeting regarding ways to empower students to become self-motivated and self-directed learners. Thirty-two chose to respond to the open-ended question targeting methods used to coach students in their academic tasks. The following is a compilation of the responses obtained:

- As students reach each plateau, they are encouraged to go a little further and deeper; being available to the students for guidance but not for answers
- Setting up parameters, guidelines; working with small cooperative learning groups
- By role modeling and sharing personal methods for academic success; by daily applying study skills to the content area; by using a lot of cooperative learning techniques learned from peers since coming to this school
- Using the Socratic method or the "Instructional Conversation" technique
- By not telling them all the answers; they have to find the ways to accomplish their needs while being given helpful cues
- Through role-playing; giving many examples; demonstrating a variety of learning strategies (visual, auditory, kinesthetic); asking the students to share with each other the "how" as many times as there are different ways to solve the same task
- When a student gives an incorrect answer, assuming that others also don't "own" the knowledge . . . this calls for review, for asking members of the class to assist in further clarification

- By giving students a "homework completion" grade . . . the emphasis is on analyzing and correcting errors. "An error does not become a mistake unless you refuse to correct it."
- By focusing on group/team work
- By acting as a resource during cooperative learning activities; by providing models before beginning an assignment
- through student conferences
- By circulating while students are in cooperative groups
- Through "students as workers" at the board; by individual seat instruction
- Respecting the students' input and acting on the input when feasible
- Through positive reinforcement, praise, appropriate criticism
- The students get all the pieces of the "puzzle" and they have to put them together
- Through cooperative learning, teacher/student conferences
- Via independent projects, group and pair work
- By giving a specific outline of what is expected of the students, including the direct date of when the assignment is due; by teaching study skills; by giving the students support
- Asking small groups to figure problems; being there to guide, keep students on task and help with questions; by leading large group discussions
- By conducting many short reviews; encouraging students to work together
- Asking open-ended questions; not giving specific answers; responding " let's look on page ___ . . . let's look together"
- By not throwing surprises at the students; by telling them what is wanted, when, and how the task is to be done
- During play, corrections are made while the students are on task
- By keeping on top of them, guiding them

- Through strategy generalization cues, individualized attention, small group instruction for basic skills
- Via positive reinforcement; use of media equipment; one-on-one instruction
- Through questioning; by referring to resources the students can consult; by encouraging peer help
- Individualizing for specific needs
- Employing repetition, practice, pop quizzes, etc; also showing samples of model work
- Defining cooperative group rules and allowing students to exhibit their work; coaching re: improvement and remediation
- Continuously walking among the students in their groups and providing support and encouragement

APPENDIX H

POSTTEST FOR "STUDENT EMPOWERMENT" WORKSHOP

Appendix H

Posttest for "Student Empowerment" Workshop

Listed below are 20 strategies and attitudes that might be used in any classroom. Write an "E" next to those that foster external control by the teacher, and an "I" next to those that are more likely to encourage the development of intrinsic, self-motivation in students. (50 points)

___ factory model of education

___ tackling problems of real social consequence

___ projects that have significance beyond the classroom walls

___ students working on a strict timetable, controlled by the teacher's need to cover all the facts

___ group investigation

___ cooperative learning

___ rote recall of facts

___ praise as a "carrot" for student achievement

___ learning material in order to be tested on it

___ competition in learning tasks

___ answering student questions with guiding teacher questions

___ students as receivers of neat little packages of knowledge from books and from teachers

___ learners making choices about educational activities they perceive to be worthwhile

___ mastery learning

___ lecture/memorize/test method

___ a "living curriculum" that develops social action skills

___ learning material in order to teach it to others

___ teacher attitudes of control over students

___ rewards used as informational guides to student progress

___ certificates and other incentives as "carrots" for achievement

Briefly respond, in one paragaraph or less, to each of the questions below. (50 points; 10 points for each question)

1. Why should "I" activities be emphasized by teachers whose goal it is to develop self-motivated, empowered learners?

2. Describe the difference between these two activities, in terms of student behaviors:
   A. Students must read a chapter, answer the questions, listen to a lecture, take notes, do worksheets for homework, and take a test.
   B. Students are engaged in a project of group investigation with groups of two or three peers; they have input into topic selection; they develop their own questions as research continues; they seek multimedia sources to answer questions; they will report their findings to the class for discussion and elaboration.

3. Which results in the greater development of higher order thinking in students: learning to be tested, or learning in order to teach someone else? Why do you think this is so?

4. When and how (and only under what conditions) might praise or rewards be transformed from extrinsic to intrinsic motivators?

5. **"Who Says Kids Can't Make A Difference?"** What is the significance of this phrase, in terms of developing self-motivation and empowerment in students?

APPENDIX I

TEACHERS' SUMMARY CHECKLIST OF PLANNED MOTIVATIONAL STRATEGIES

Appendix I

Teachers' Summary Checklist of Planned Motivational Strategies

THE I's HAVE IT – A SUMMARY CHECKLIST OF PLANNED MOTIVATIONAL STRATEGIES

Briefly List Each Task Your Students Will Perform	**Categorize Each Activity As Either Intrinsic or Extrinsic**	
1.		
2.		
3.		
4.		
5.		
Self-Check Questions		
1. How does this activity connect with an issue of significance beyond classroom walls? (count "I" if you can answer)		
2. If you have planned a test, how have you also planned for your students to use the knowledge they have learned beyond the activity of the test itself? (count "I" if you can answer)		
3. How do you plan to decrease your "controlling" role and increase your function as "guide" or "facilitator" of learning? (count "I" if you have a plan)		
TOTAL:	I=	E=

DO YOUR I's DOMINATE THE ACTIVITY? CAN ANY E's BE TRANSFORMED INTO I's? (REMEMBER, THE *I*'s HAVE IT!)

APPENDIX J

TEACHERS' OBSERVATIONAL CHECKLIST OF 15 STUDENT BEHVIORS

Appendix J

Teacher's Observational Checklist of 15 Student Behaviors

In observing your students as they perform classroom activites, how would you rate their general abilities to work as empowered, self-directed learners? Check the appropriate box to answer each question.

Do your students generally:	YES	NO
1. Display confidence in their ability to perform academic tasks		
2. Display persistence in the completion of a task		
3. Take risks and accept academic challenges		
4. Take charge of their individual responsibilities without teacher prodding		
5. Take initiative beyond the assigned work		
6. Give and receive criticism constructively		
7. See mistakes as guidelines, not stop signs		
8. Show confidence in making appropriate choices concerning academic tasks, and in following through on the choices made		
9. Willingly accept the consequences for their choices regarding the quality and completion of their work		
10. Self-initiate academic routines		
11. Self-regulate impulses in order to get the tasks done		
12. Remain productive beyond expected time limits		
13. Remain focused consistently despite distractions		
14. Initiate reliable problem-solving approaches and strategies to perform academic tasks		
15. Work in an organized, planned manner to perform a task, evaluate its quality, and independently make improvements on the end product		

APPENDIX K

FLIER ADVERTISING "EMPOWERING STUDENTS TO BECOME SELF-MOTIVATED LEARNERS" WORKSHOP

Appendix K

Flier Advertising "Empowering Students to Become Self-Motivated Learners"

Workshop

DO YOU WANT YOUR STUDENTS TO
Persist In Completing Their Work?
Do Their Work Without Prodding?
Self-Initiate Academic Tasks?
Remain Focused Despite Distractions?
Evaluate Their Own Progress And Make Their Own Adjustments?
Use Mistakes As Guidelines, Not Stopsigns?

IF YOU WANT TO LEARN A NUMBER OF TECHNIQUES YOU CAN USE RIGHT AWAY TO DEVELOP THESE TRAITS, YOU WILL WANT TO ATTEND:

EMPOWERING STUDENTS TO BECOME SELF-MOTIVATED LEARNERS

3 Hours Packed Full of Ideas and Surprising Information
Hands-on Strategies
Guided Practice So You Can Start Right Away!!!

When: Saturday, February 23, 9 A.M.-1 NOON
Where: Our School's Media Center

If Interested, please return the bottom of this form to Madeleine Friedman before February 5th.

- -

YES!!! SIGN ME UP FOR THE EMPOWERING STUDENTS WORKSHOP

NAME _____

APPENDIX L

COLLECTION OF 19 STRATEGIES

Appendix L

Collection of 19 Strategies

ACTION STRATEGY #1

USE A KNOWLEDGE-GATHERING/SOLUTION/ACTION APPROACH

This is a three-part lesson approach that can take as little as a few days to as much as a few months to complete -- depending upon the extent and depth of the content to be addressed. **Start with a real-world concern, or problem, related to the content under study. This frames the rest of the lesson.** Now you are ready to gather, solve, and act together, as a community of learners.

PHASE ONE -- KNOWLEDGE-GATHERING

Instead of you (the teacher) giving the information to your students, the students do the gathering themselves. If you parcel the information into segments and assign groups to focus on particular areas, you can cover EVERYTHING you need to, and remain in total control of all the necessary content to be imparated -- even though you are no longer lecturing. This time, the students are actively gathering the facts -- facts that they will have to present to everyone.

PHASE TWO -- SOLUTION SEARCHING

During this second phase, students answer two key questions:

WHAT SOLUTIONS HAVE ALREADY BEEN TRIED?
WHAT OTHER SOLUTIONS ARE POSSIBLE?

Sometimes past solutions might offer insights into "what works." At other times, it is important to know what was tried and did prove effective. Either way, the students are once again actively seeking answers. (Of course, you could have provided this information within a lecture, but the students would have been passively receiving the information, instead of actively engaged in knowledge acquisition.) ANYWAY, WHEN THE STUDENTS FEED THEIR FINDINGS BACK, YOU CAN HEAR THEIR INTERPRETATIONS AND DECIDE WHAT THEY HAVE UNDERSTOOD AND WHAT STILL MIGHT NEED SOME ADDITIONAL CLARIFICATION FROM YOU. You do not give up any control of the content -- you are only altering the way the information is given.

PHASE THREE -- ACTION

How can the students use this information in the real world? What proposals might the students offer, in order to solve the problem presented at the beginning of the activity? Will they write letters to community leaders, expressing (and justifying) their own solutions to the problem? Will they adopt an endangered animal, or create and distribute posters, or request a visit from an influential community figure? Will they put their findings into practice in their own lives? THE TYPE OF ACTION VARIES WITH THE PROBLEM(S) TO BE ADDRESSED. **THE ONLY KEY IS THAT THE STUDENTS <u>DO SOMETHING WITH THE INFORMATION</u> THAT GOES BEYOND THE GATHERING AND REPORTING OF THE FACTS AND SOLUTIONS.**

The students ultimately take action, under your guidance, based upon the content information they have learned in your class.

ACTION STRATEGY #2

CHOOSE A FOCUS OF EMPOWERMENT AROUND WHICH TO BUILD YOUR CONTENT

A "focus of empowerment" is an activity that links your content to important concerns in the real world.

QUESTION: HOW CAN I MAKE MY STUDENTS' SCHOOL WORK BECOME INTRINSICALLY REWARDING AND SELF-FULFILLING?

ANSWER:

1. Focus your subject matter on an issue of social concern

2. Devise one or more activities that engage students in proposing solutions based upon the knowledge of your content

3. Establish a means by which students can contribute these solutions to the real world -- (i.e.)
   A. Petitions
   B. Letters to editors of newspapers, magazines
   C. Letters to government officials
   D. Letters to significant policy-makers

DON'T FORGET TO EMPHASIZE THE GOOD FEELINGS GAINED THROUGH THESE ACTIONS, AND CONTINUALLY LINK YOUR SUBJECT MATTER TO THIS FOCUS OF EMPOWERMENT.

*(If you want your students to enjoy learning, so that they will pursue it for a lifetime, then learning must be perceived as enjoyable, purposeful, and self-fulfilling. Why else would they want to pursue learning for a lifetime?)

ACTION STRATEGY #3

THE PETITION ASSIGNMENT*

1. Give the activity instructions one week ahead of time.

2. Require students to do the research and write the rough draft prior to the date of the in-class segment. Students will recopy their petition in final form during class, so that you can be there for guidance and assistance..

3. PETITION FORMAT

A. Students will ultimately write a final draft for a petition that will be signed by other people and sent to a person, government agency, or organization to help solve a problem delineated by you and the content you teach.

B. Students choose a governmental agency, organization, or influential person to address your petition to. (You might provide suggestions.)

C. Petition/Letter Components:

1. Use of proper business letter form is required.

2. First Paragraph -- short student self-introduction summarizing school, grade, and topic under study that has led to this petition.

D. Second Paragraph -- Students choose a specific cause or problem and describe it. They give the details necessary to explain why this problem or cause needs help. Students should not exaggerate, but should give as many important facts as they feel necessary to explain their concern and convince other people that it is important.

E. Third Paragraph -- The students use their own creativity to design a plan, create a solution, or describe a way they think their problem or cause can be solved or helped. This section must be detailed and clear. A drawing to help illustrate the idea may be included; it should be done clearly and in black pen. (If drawn on a 3x5 index card that will be pasted to the written petition, needless upset over "messed-up" drawings can be avoided.)

4. Students end the letter before attaching a signature page.

5. Sending the petition may be optional, depending upon how comfortable you feel with the idea. Certainly, more feelings of empowerment result from active follow-through.

6. You might decide to allow the students to choose whether their petitions will be sent. In this case, you might wish to consider awarding extra credit if students put their ideas into action. (IF PETITIONS ARE SENT, THE SIGNATURES GATHERED MUST BE THOSE OF REGISTERED VOTERS, TO BE CONSIDERED VALID.)

* This assignment can also be used as a midterm or a final, or as one component of a major project/report.

ACTION STRATEGY #4

REPLACE LECTURING WITH THE KNOWLEDGE-GATHERING APPROACH

Specific, required content can be effectively and efficiently transmitted without lecturing. You still maintain complete control over the exact information to be imparted. At the same time, your students are put into active knowledge-seeking and sharing, and your class has a chance to function as a community of learners. How is this done?

FIRST – IDENTIFY THE CONTENT YOU NEED TO COVER.

What pages need to be covered in the textbook?
What additional, supplementary materials need to be used?

SECOND -- Divide the material according to small, "cooperative" groups. Ask each group to cover a designated number of pages. Or assign different questions for each group to cover.

- Make sure each student in the group has designated pages or an assigned question (so no one can goof off).
- Give each group member an additional responsibility (i.e. time-keeper, recorder, speaker).

THIRD -- Have the speakers report the gathered information after the assigned time frame for information-finding. Require all students to take notes. An "open-notes" quiz, or credit for note-taking, establishes individual student accountability and is necessary to underscore the importance of listening to and writing down the information shared.

*** Putting student names in a box, and choosing them randomly for group-formation, keeps you free from blame if problems arise during group work. (See the Cooperative Learning strategy for suggestions on how to handle the challenges of working together.)

ACTION STRATEGY #5

CHALLENGE STUDENTS TO SUPPLEMENT INFORMATION FROM SOURCES OTHER THAN THE TEXTBOOK

First, model the possibilities to your students. Can the whole class take some time away from their group investigations to watch a video* that covers much of the same content as their chapter? Can you find a newspaper or magazine article that helps to answer a particular group's assigned questions?

Then, challenge your students to supplement the information from the textbook, or from worksheets, with facts from additional sources.** Will a filmstrip in the media center prove valuable? Is there a film that covers students' topics? What about a news broadcast or television special? What about resource books in the library? **In this way, your students will become active seekers of knowledge.**

* * * * * * * * * * * * *

* If the entire class watches a video, consider running the videotape twice. The first time, students can watch to get an overview of the specific areas of importance; or, if it is a story, they can get a good sense of the whole. The second time, use the remote control, and stop the video at significant points to provide time for note-taking or questions. Take advanatage of the pause/rewind/replay features during this note-taking/analysis phase. (There might even be a video that covers the same facts as a required chapter, but in a more interesting way. Would you consider allowing it to replace that chapter altogether, if there is no loss of content?)

** Using a variety of different resources helps to accommodate many different learning styles in the process of information-gathering. This enhances the knowledge that can be acquired.

ACTION STRATEGY #6

PLAN TO HAVE STUDENTS LEARN FACTS IN ORDER TO TEACH THEM TO OTHERS -- INSTEAD OF LEARNING FACTS TO RECITE BACK ON A TEST

RESEARCH HAS SHOWN THAT INCREASED LEARNING, AS WELL AS HIGHER-ORDER COGNITIVE PROCESSES, RESULT FROM THIS APPROACH. HERE IS ONE WAY TO MAKE THIS HAPPEN.

1. Divide up the questions or the pages to be studied.

2. Assign different pages/questions to different groups of students.

3. Have each group make a presentation; hold listeners accountable by checking notes for completeness. (Group presentations go faster than 30 individual reports.)

4. An individual test can follow the report, or the report itself can be graded for completeness. Reporting students can also be graded on how well they can handle student and teacher questions following their presentation.

ACTION STRATEGY #7

SUBSTITUTE COOPERATION* FOR COMPETITION

QUESTION: How can this be done without elaborate, lengthy lesson planning or weeks of special training?
ANSWER: By infusing cooperation into many "traditional" activities.

HOW IS THIS DONE?

1. **BRAINSTORM ACTIVITIES THAT STUDENTS CAN DO, MORE OR LESS "IMPROMPTU," THAT PROMOTE COOPERATION (i.e. review for a test, writing answers to textbook questions, etc.)**

_____	_____
_____	_____
_____	_____
_____	_____

2. **IN YOUR CLASSROOM:**
   - A. **Assign these activities to groups of two or three students, arranged by closeness of seat assignment -- or, if you have time, randomly choose groups via names drawn from a hat.**
   - B. **Assign a time-keeper for each group. Also ask one student to be the speaker when it is time to share.**
   - C. **Give your assignment; divide up the work so that <u>each person in the group is responsible for one half or one third of the work</u>; impose a reasonable time limit.**
   - C. **Make sure each student in the "group" has an individual responsibility, so each is accountable in his or her own right (i.e. a test or quiz later on, an individual assignment to hand in).**
   - D. **<u>Also</u> make sure that there is an outcome that binds the two or three students together (i.e. an oral summary, one worksheet for the group to hand in, a skit performed by all members, a brief summary shared by all participants). IF DIFFERENT STUDENTS ARE RESPONSIBLE FOR DIFFERENT QUESTIONS, GROUP MEMBERS WILL <u>HAVE TO</u> COMMUNICATE BEFORE THEY CAN SHARE.**
   - E. **The activity can carry over from one day to the next, if necessary.**

F. Allow time, after the activity has ended (and answers have been reviewed or collected), to discuss how the cooperating went (What went well? What conflicts arose? How did you resolve them?). Ask the class for suggestions where problems remain unresolved. What can be improved for next time?

G. Praise the class, as a whole, for cooperating with each other. Openly assess successes as well as the progress still to be made.

H. Make ACADEMIC ACTIVITIES OF COOPERATION a regular (but not necessarily daily) part of the students' experiences.

☞ Always discuss how the cooperating went. Otherwise, the "cooperation" purpose of the activity cannot be realized.

☞ You may need to discuss technical processes like voice level or how to disagree agreeably. If you do this as the obvious need arises, instead of "suddenly' imposing such discussions on the students, you will have greater infusion of cooperative processes within academic tasks. The students will learn more effectively if they can see the need for a particular technical skill.

☞ ALWAYS REMEMBER THE SOCIAL SKILLS, AS WELL AS THE NEED FOR BOTH INDIVIDUAL AND GROUP ACCOUNTABILITY. OTHERWISE, YOU WILL NOT HAVE COOPERATIVE LEARNING – just "group work" -- and the two are not the same.

☞ You may, eventually, wish to attend a formal workshop in Cooperative Learning. Such training can extend and refine your versatility and ability to use many variations of the cooperative learning process.

*For more information on cooperative learning, please refer to Johnson & Johnson, 1984; Johnson & Johnson, 1989/90; Kagan, 1989/90; Slavin, 1989/90. These references are listed in the Bibliography at the end of this booklet.

ACTION STRATEGY #8

USE A SIMPLE CONTRACT

Responsibilities in group work can sometimes create problems if some members are unsure of what they have to do. The simple contract below takes only a few minutes to create; yet it spells out a responsibility plan for each group member.

SUSAN	JAMES	BRAD	LYNETTE
Ques. 3	Ques.8	Ques.6	Ques.2
Diagram	Bibliography	Diagram	Extra Visual
Susan	James	Bradley	Lynette

(2/20/91)

EXPLANATION OF CONTRACT:

One student's name goes at the top of each column.

The responsibilities are divided up between group members; different members agree to different tasks. Some work together part of the time; all have an equal work load.

The students sign their names at the the bottom, date the contract, and xerox a copy for the teacher. One copy is kept in the group's work folder, as a reminder. If disputes surface, or if a student seems to be "goofing off," the contract serves as a reminder of each person's commitment.

ACTION STRATEGY #9

REQUIRE POSITIVE, ACTIVE LISTENING

MAKE SURE ALL THE LISTENERS HAVE A POSITIVE REASON TO PAY ATTENTION.

You can teach your oral reporters to manage the rest of the class in two important ways (while listeners learn more and have fun doing it). HOW IS THIS DONE?

FIRST – Have the student reporters prepare a set of class notes on transparencies. The facts should be in the same order as the report. These are the important facts that will be related during the presentation.

SECOND -- Instruct the reporters to alert listeners when an important fact is to be written down. The reporters tell the students to copy each important fact as it is revealed on the overhead transparency. The listeners copy the notes as they are given, during the course of the presentation.

THIRD -- The reporters prepare a quiz game (i.e. Jeopordy, Wheel of Fortune, etc.) to test listeners' note-taking efficiency. At the end of the presentation, the game is played. To simplify scoring, the class is divided into two or three teams, according to the students' location in the room (less movement and less time). A correct answer is credited to an entire team, rather than an individual. After a number of questions, totals are tabulated, and prizes are awarded. Prizes do not have to be food; they can be stickers, pencils, and other items. If your budget is a problem, the students usually have no difficulty providing the prizes for a winning team.

("Consolation prizes" to non-winners might show appreciation for their participation and may encourage all to feel good about their efforts, win or lose.)

ACTION STRATEGY #10

STRUCTURE STUDENT CHOICES

STUDENTS CAN GENERATE TOPICS OR QUESTIONS FOR RESEARCH OR TESTS, WHILE YOU MAINTAIN CONTROL OF THE SUBJECT MATTER. HERE'S HOW.

STRUCTURE STUDENT-CHOSEN TOPICS FOR RESEARCH

1. Ask students to use the textbook, workbook, and/or other pertinent sources to generate a list of possible topics for research. Form a "brainstormed list" of these topics on several sheets of chart paper displayed around the room.
2. Create a list of the general categories under which you want these topics to be classified.

☞ **Because the teacher chooses the categories, the essential content remains intact.**

3. Have students classify topics from their brainstormed lists; let them combine or narrow down the choices as appropriate. Items that cannot fit within teacher-constrained categories can be reconsidered or omitted at the teacher's discretion.

USE STUDENT-CREATED QUESTIONS FOR TESTS AND FOR COMPONENTS WITHIN RESEARCH PROJECTS

1. Teach students the difference between lower-order and higher-order questions.
2. Have students review notes, textbooks, worksheets, etc., in order to generate several lower- and higher-order questions.
3. Compile the questions on chart paper.
4. When you write your test or set up tasks/questions for your next research project, draw from these questions.

ACTION STRATEGY #11

ENCOURAGE GROUP INVESTIGATION*

1. Ask several (or all) groups within one class to research and answer one of two types of questions:

<A> A question that can have more than one correct answer, or

<B> A question that can have more than one response, without any answer being designated as "correct."

If students must begin any investigation with a knowledge base of basic facts, and build upon this knowledge base before they can reach a conclusion, then they are putting their content knowledge to use, instead of merely reciting, or "regurgitating," that information.

2. After the research has been completed, give each group a chance to present and justify their conclusions to the rest of the class.

3. Instruct the listening members of the class to write down questions during each presentation.

A LIVELY DISCUSSION IS SURE TO FOLLOW!

P.S. It might be necessary to instruct students in the art of respectful disagreement prior to these presentations, so that an intellectual atmosphere will prevail despite the diversity of viewpoints and answers.

*For more information on Group Investigation, please refer to Sharan & Sharan, 1989/90, located in the Bibliography section.

ACTION STRATEGY #12

FORM ACTIVITY-PLANNING TEAMS

(THE FOLLOWING VIGNETE IS QUOTED FROM THE WRITINGS OF MARTIN COVINGTON, FLORENCE WEBB, JAMES GUTHRIE, AND CHRIS PIPHO, PRESENTED IN A PAPER DELIVERED AT THE NOVEMBER, 1990 U. S. DEPARTMENT OF EDUCATION CONFERENCE ON STUDENT MOTIVATION HELD IN WASHINTON, D. C.)

In Mr. Robert's fifth grade class, each student at some time during the year is part of a four-member activity planning team. The team develops a half-day or full-day program for the class, with only two limitations: it must be centered around a learning activity, and it must be something which can be done within the resources of the class. Examples of last year's activities: a linguistic treasure hunt at the local shopping mall, and a lunchtime math carnival for the whole school, at which answers to math questions (developed for each grade level by the fifth graders manning the booths) earned treats made by the students.

ACTION STRATEGY #13

DEVELOP AND PRACTICE A "MASTERY LEARNING ATTITUDE"*

Expect **ALL** of your students to perform at a high standard, regardless of "ability." Let the high standard substitute for mediocrity tied to a time clock. Allow more time for those students who need it. Let them try again, and again. While you keep your standards high, keep your faith in the students just as high.

WEAR THE BUTTON; SHOW THE ATTITUDE!

*For more information on "Mastery Learning," please refer to Joyce & Weil, 1986, in the Bibliography section.

ACTION STRATEGY #14

ENCOURAGE STUDENT AUTONOMY

ARE YOU ENCOURAGING STUDENT AUTONOMY? USE THIS SELF-CHECK TO FIND OUT. (Answering YES to each question confirms your autonomy-oriented approach.)

Autonomy Orientation Self-Checklist

1. Do your lessons allow your students freedom within limits?

2. Do your students have many opportunities to direct their learning with their own curiosity?

3. Have you eliminated controlling comments and actions towards students, substituting an informational approach?

4. Do you encourage your students to be creative and to try new things?

5. Do you encourage your students to learn in their own best way (most comfortable learning style)?

6. Do you direct your students to seek optimal challenges in the work that they do for you?

***The more "YES" responses, the more you are displaying an autonomy-oriented attitude towards your students.**

ACTION STRATEGY #15

USE REWARDS IN A GUIDING SENSE -- NOT AS A CARROT OR AS A MEANS OF CONTROL

If you plan to give a reward to your students for their academic achievement, the spirit in which the reward is perceived is CRITICAL.

We are often used to showing students a reward they might receive if they get all the items correct on a test. Or we try to control and manipulate students' behaviors by making the receipt of something they want contingent upon their performance (i.e. going to the assembly only if the work gets done).

There is one problem with this approach: ARE THE STUDENTS WORKING TO DO THEIR BEST AND COMPLETE THEIR ASSIGNMENTS, OR ARE THEY STRIVING TO RECEIVE THE REWARD?

If we are not concerned about developing intrinsic, self-motivation, then it does not matter why the students do the work, as long as the work gets done. **HOWEVER, IF WE ARE TRYING TO DEVELOP SELF-MOTIVATED LEARNERS, WE WANT THEM TO STRIVE TO ACHIEVE ACADEMIC SUCCESS – NOT TO TARGET THE STICKER OR CERTIFICATE AS THE GOAL.**

When we tell the students that if they get a 100% they will also get a sticker, we are confusing the issue!

☞ To develop self-motivation, we need to use the reward as an **indicator** (i.e. "John, this sticker shows that you earned a 100% on the last quiz -- nice work."), <u>not as a carrot</u> (get the 100% and earn the sticker), and <u>not as a means of control</u> ("I know you want this very much; you can only have it if you get a 100%).

ACTION STRATEGY #16

USE QUESTIONS AS ANSWERS

DRAW OUT THE INFORMATION -- INSTEAD OF POURING IT IN

Most of us have a habit of directly answering student questions. After all, that is a part of teaching. However, there is another way to help students acquire the information. You can guide the student so that the answer can be derived by the student him- or herself. HOW? BY ANSWERING A QUESTION WITH ANOTHER QUESTION. **It takes practice, but this is the general idea:**

Student: Does this sentence need revising?
Teacher: Does it need revising?
Student: I'm not sure.
Teacher: What part of the sentence makes you feel uncomfortable?
Student: (The student responds.)
Teacher: Why?
Student: (The student responds.)
Teacher: How can you check to see if that is correct?
(etc.)

ACTION STRATEGY #17

USE REWARD STICKERS AND OTHER "EXTERNAL" MOTIVATIONAL ITEMS TO RECOGNIZE EFFORT AND PERSEVERENCE IN THE FACE OF GREAT ODDS

Here is an alternate way of using stickers, certificates, and other tangible rewards. Use these items for student accomplishments related to academics -- but not tied to grades. Use them when, for example:

1. A student perseveres in his or her studies despite illness
2. A student overcomes home/family difficulties to make sure the work is completed and handed in
3. A student achieves perfect, or near-perfect attendance

Even if a re-do is necessary, the fact that you acknowledged the effort of the student **confirms the idea that effort is important and earns the respect and recognition of others.**

REMEMBER TO USE ALL "EXTERNAL" ITEMS IN A GUIDING SENSE, NEVER AS A MEANS OF CONTROL (Deci & Ryan, 1985).

ACTION STRATEGY #18

SET UP LEARNING EXPERIENCES THAT LET YOUR STUDENTS DISCOVER THAT THE BEAUTY OF LEARNING IS THE POWER IT GIVES THEM TO CONTROL THEIR WORLD

This is how learning becomes its own reward, and lures the children back for more -- in spite of themselves.

How is this done? You show this power in action through your FOCUS OF EMPOWERMENT. When action is born of a student's inner desires, it will lead to . . .

J O Y !

THIS BECOMES YOUR MOTTO, AND YOU TEACH BY IT. HOW? BY BUILDING YOUR COURSE/CONTENT/UNIT AROUND AN ACTION COMPONENT THAT CONNECTS TO THE OUTSIDE WORLD.

ACTION STRATEGY #19

PASS THE CONTROL OF LEARNING SLOWLY BUT STEADILY TO YOUR STUDENTS --> FROM TEACHER CONTROL TO STUDENT CONTROL

Teacher--> Control	**Teacher--> Control** Student Control	**Student--> Control** Teacher Control	**Student--> Control** Teacher Guides & Collaborates	**Student Control**

HERE IS THE BASIC THEORY LEADING YOUR STUDENTS FROM EXTERNAL TO INTERNAL MOTIVATION -- FROM CONTROL BY OTHERS TO SELF-DIRECTED LEARNING. IT IS OUTLINED AS A STEP-BY-STEP PROCESS.

1. Start where your students are. You will probably need to exert some form of external reward system to shape your students' inclination towards persistence and self-directed effort. This external reward system should be TEMPORARY, only. The satisfaction derived from successfully completing a task without quitting will become its own reward, encouraging future perseverence without the need for external "carrots."*

*(You must exhibit and practice a Mastery Learning Attitude to support students' striving and persistence efforts. That gives all students the opportunity to eventually succeed if they try hard enough and long enough. At the end of the effort, success will breed more success. You will no longer need to lure persistence with "carrots.")

2. Set up experiences that show your students the beauty of controlling their world through the use of their knowledge. THAT IS HOW LEARNING BECOMES ITS OWN REWARD. The feelings of achievement and control through the gaining of knowledge will become their own reward.** Students will seek knowledge for its own sake, because of the joyous sense of control it gives them.

**(You must provide opportunities for students to use their knowledge. If knowledge is gained as a benign and transient commodity, its value will not be perceived. ACTION is the key ingredient at this point.)

3. As perseverence is continually rewarded, and knowledge is increasingly useful, self-directed learning will become more and more entrenched. Your students will become empowered, self-motivated learners.

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APPENDIX M

COMBINATION BUTTON AND POSTER DESCRIBING THE "MASTERY LEARNING ATTITUDE"

Appendix M

Combination Button and Poster Describing the "Mastery Learning Attitude"

THE MASTERY LEARNING ATTITUDE

When I wear this button, I am telling my students that it is O. K. for them to make mistakes while they are learning.

I am telling my students that they can try again and again in order to master assigned skills or content.

I am showing my students that if they work hard and persevere, they WILL succeed in my class. I am telling my students that I have set up the conditions, in my classroom, for mastery through effort and persistence.

APPENDIX N

EMPOWERING STUDENTS TO BECOME SELF-MOTIVATED LEARNERS: CLOSING INTERVIEW

Appendix N

Empowering Students to Become Self-Motivated Learners:

Closing Interview

1. Which strategies did you find most effective? Why?

2. Did you see any behavioral changes in your students? If so, please describe the changes.

3. Did you see any "behavioral" changes in yourself, as a result of using these strategies? (If so, please describe.)

4. How useful was the *Summary Checklist of Planned Motivational Strategies* ?

5. Were there any strategies (of those that you tried) that did not seem to work well for you? If so, please name them and tell why you feel they did not seem to work.

6. What major insight(s) did you gain as a result of the inservice training and your subsequent use of the strategies?

7. Do you plan to continue using any of these strategies as a regular part of your teaching repetoire? If so, which ones will you continue to use, and why?

8. Have you undergone any changes in the way you view curriculum, as a result of working with these strategies? If so, please explain.

APPENDIX O

BEHAVIORAL INDICATORS FOR THE "KNOWLEDGE-GATHERING/SOLUTION/ACTION" AND "PETITION ASSIGNMENT" STRATEGIES

Appendix O

Behavioral Indicators for the "Knowledge-Gathering/Solution/Action" and "Petition Assignment" Strategies

ENHANCING SCHOOLWORK WITH STUENT EMPOWERMENT, HOME-SCHOOL LINKS, AND SOCIAL RESPONSIBILITY

Directions: Circle either YES or NO in response to each question below.

YES / NO 1. I have written and sent a petition or letter to a governmental agency, political official, organization, or corporation regarding an issue of either local or national importance.

YES / NO 2. I have received a response to my letter or petition.

YES / NO 3. My parents have come to school to see me present one of my projects for a grade at least once this year.

YES / NO 4. My parents have helped me in gathering information for this class by either offering ideas, news items, or magazine articles related to the topics I am studying in this class.

YES / NO 5. I feel I can take part in helping to develop the curriculum of study in this class by bringing in news items, magazines articles, or ideas to share with the rest of the class.

YES / NO 6. I have brought in a news item, magazine article, or idea to expand our course of study during this school year.

YES / NO 7. I actively use the knowledge, ideas, and behaviors learned in this class within other classes during the school day.

YES / NO 8. I can create a presentation that honors many different learning styles.

YES / NO 9. I prefer to research a subject cooperatively, rather than to review and memorize facts from a book chapter by chapter.

YES / NO 10. I feel that my self-esteem has gone up as a result of the activities I have done in this class.

YES / NO 11. At home, I think about what goes on in this class on a regular basis.

YES / NO 12. At home, I talk to my family about what I learn from this class on a regular basis.

YES / NO 13. The ideas I have learned in this class have brought about one or more changes in the way my family does things at home.

YES / NO 14. I personally have changed the way I do things at home because of what I have learned in this class.

YES / NO 15. I have tried to convince other students or adults outside my home to change the way they do things in their lives because of what I have learned in this class.